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ABSTRACT

The project described in this report was piloted at Florida Community College during fall 1985 to review policies and practices that can facilitate the retention of students, to propose a system of data collection and dissemination designed to provide routine, useful information about the retention of students, and to establish communications systems to review and evaluate the factors that facilitate the retention of students. Section I provides a summary of the recommendations emanating from the project based on surveys of faculty and non-returning students, and efforts focusing on recruitment and retention. Section II provides an introduction to the problem of retention at the college, including historical background and information on the evolution of the project. Section III reviews literature related to enrollment management, paying special attention to common themes such as caring attitudes, recruitment, longitudinal research, systematic articulation, instructional support systems, and evaluation. Section IV presents general enrollment information and study results for the non-returning student survey, the enrollment management survey of faculty, and the recruitment and retention projects undertaken between 1983 and 1986. A series of implementation plans for 15 retention strategies are provided in section V. Appendices contain a retention progress report, a project overview, survey data, and a discussion of retention issues. (LAL)

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JC 860 442

Brenda R. Simmons
Coordinator, Student Success Project

June 1986

THE STUDENT IS . . .

. . . the most important person on the campus. Without students there would be no need for the institution.

. . . not a cold enrollment statistic but a flesh and blood human being with feelings and emotions like our own.

. . . not someone to be tolerated so that we can do our thing. They are our thing.

. . . not dependent on us. Rather, we are dependent on them.

. . . not an interruption of our work, but the purpose of it. We are not doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so.

Anonymous

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SECTION I

Summary of Recommendations

SUMMARY OF RECOMMENDATIONS

The following recommendations are based on the three studies conducted through the auspices of the Student Success Project and based on the Implementation Plan for Retention Strategies submitted by the Student Success Advisory Committee.

Non-Returning Student Survey

To focus attention in areas of demonstrated need, the following recommendations are offered to reduce between-term attrition.

1. Direct more goals identification and clarification efforts to 17-21 year old students. (Counseling staff and Faculty)

2. Identify students with learning difficulties and refer them to support services early in the term. (Counseling staff and Faculty)

3. Develop a mid-term "spot check" for students in risk categories, i.e. workshops, counseling, mentoring. (Counseling staff and Faculty)

4. Develop stronger outreach counseling for students who would normally forego the standard counseling process. (Counseling staff)

5. Develop a systematic process for contacting students who have left the college beginning with a follow-up of the students from Fall 1985. (Instructional Support)

Enrollment Management (Faculty) Survey

To assist faculty in accessing information on students, the following recommendations are offered:

6. Encourage faculty to refer special needs students to campus Technical Assistants for evaluation and support services. (Counseling staff, Disabled Student Services Staff)

7. Initiate discussions of accommodations/alternatives for special needs students at the EA/EO Advisory Council meetings. (Council Representatives from Disabled Student Services)

8. Refer survey results for accessing reading level to Reading Council for review and development of a plan for implementation.(Reading Professor)

* Suggested person/office responsible in parenthesis

Recommendations (Continued)

9. Consider an additional question on student's reason for attending college to be added to the application. (Dean of Enrollment Services)

10. Examine feasibility of adding the student's telephone number to the computerized class roll. (Associate Vice President for Information Systems and Services)

11. Continue to foster a cooperative rapport between faculty and counselors. (Faculty and Counseling Staff)

Recruitment and Retention Projects

The following general recommendations are offered to develop ways to provide continuity for future projects:

12. Project Coordinators should consult with the Equal Access/Equal Opportunity and Institutional Research Offices for assistance in assessing project needs and guidance in compiling data on students.

13. Project Coordinators should establish a Project Review Team composed of content area faculty and administrators, EA/EO and SPD committee representatives.

14. EA/EO Staff should make the Recruitment and Retention Projects Summary Report available to project originators for background.

15. EA/EO and SPD Staff should provide mini-workshops for project originators to review standard research procedures.

Refer to Section IV of this report for the specific recommendations for institutionalization and specific employee responsibilities.

Implementation Plan for Retention Strategies

The strategies are outlined in the Student Success: Retention Focus Paper (Section V) The Implementation Plan which follows lists the strategies individually and covers target populations, background, completion date, office responsible and action steps.

* Suggested person/office responsible in parenthesis

SECTION II

Introduction

The Problem and Its Historical Background

STUDENT SUCCESS IS OUR MISSION

Introduction

Florida Community College, a multi-campus urban community college with an average enrollment of 15,000 is actively addressing one of the major issues facing community colleges of this decade. Declining enrollments caused by a combination of economics, employment and dwindling student pools have caused more attention to be placed on enrollment management. The process of recruiting, enrolling and retaining students is challenging and demanding as it requires the creation of a student-oriented environment capable of providing various levels of successful experiences for students. With regards to the retention phase of the process, Florida Community College has postured itself to institute a comprehensive student success program with increased rates of retention and subsequently, "student success" as a natural and expected benefit of the coordinated efforts.

* * *

During the Fall of 1984, a Recruitment and Retention Task Force, chaired by the Interim President, met to focus on ways to improve recruitment and retention of students at Florida Community College. The committee was fully representative of management, faculty and career personnel from each of the four campuses and College Administration. The Task Force met several times before deciding to divide into two distinct groups -- one to concentrate on recruitment, the other to explore ways to improve retention.

The retention group engaged in several meetings examining the literature in the field of retention and discussing ways to implement recommendations of noted researchers. As an initial step, the retention group decided in the Spring of 1985 to involve the entire college -- faculty, staff, and students -- in responding to three questions which solicited suggestions for ways to communicate a

caring attitude to students. The retention groups reviewed, categorized, and synthesized the suggestions into five areas: instruction, academic advising and counseling, personal problems, administrative and finances. A summary set of recommendations was presented to the Task Force for short-term implementation. These recommendations were monitored on a monthly basis by the President's Management Team. (See Appendix A)

For the long range, it was recommended that a Retention Office (later to be named Student Success Office) be instituted to follow up on recommendations of the report as well as on some of the specific concerns voiced by respondents, to identify research needs for retention efforts, to develop ways to provide continuity to retention projects, to develop means to provide consistent awareness of retention issues, and to institutionalize "student success" throughout the College. The project was piloted during Fall Term 1985 as a Staff and Program Development project.

The project coordinator was charged with developing the goals and objectives to be completed during the year as well as the project's mission and purpose. (See Appendix B) General guidance and supervision was rendered by a supervisory task force comprised of the following persons: Drs. Lightfield, Dassance, Dumbleton, Hill, Bryant and Mr. Jefferson.

The Problem and Its Historical Background

Although Florida Community College has collected scores of data on students which can be found in the offices of Institutional Research, the Registrar and Student Development, these data have been collected to serve specific purposes not directly related to the on-going measurement of student success. Historical studies regarding the retention of students have provided information on expected trends, student profiles and major reasons why students have left Florida Community College. For example, the Class Attrition Study (ASDS 8888) is a report designed to provide a longitudinal look at student enrollment each term and for each subsequent term. The data collected indicates trends of graduation retention and attrition of students for each term. It provides basic data to see variance of enrollment patterns. According to the College's Data Systems Project Leader, this program has been inoperable since 1983. However, the data indicated an average one term attrition rate of entering fall term students is 40%.

Another report, the AS/GSS Attrition and Follow-up makes demographic and enrollment information on non-returning students in occupational programs available to AS degree program directors. These reports point to expected trends, but the information necessary for targeting high risk students must be generated from other sources.

Inquiry into the reasons why students voluntarily withdraw has been conducted over the years through Institutional Research. Two reports — Reasons Why Students Withdraw from Courses(1984-85) and Non-Returning Students Enrolled 1980 Fall Term* — have provided further insight into the factors which relate to student withdrawal focusing recommendations on factors which the College can control. Based on the reasons cited in the 1980 Study, the College can directly respond to between term attrition by 1) improving term course scheduling and 2) decreasing the number of teenage first-time-in-college transfers. The extent to which the College has responded in these areas has not been formally studied but these concerns were included

*A similar study was done in 1974

in the Recommendations for the 1984 Recruitment/Retention Task Force.

The between term attrition in 1980 was 30%. Of the 14,915 students enrolled in college credit programs for Fall term, 4,378 did not return. The percentages for 1985 are higher. Of the 14,536 students enrolled in college credit programs, 5,692 or 37% did not return. The general profile of the non-returning student in both years bears some similarity.

In 1980, the typical non-returning student was a white female, aged 25 who enrolled in one or two courses on a non-degree seeking basis. Her primary educational goal was to improve existing job skills or to prepare for a new career. The primary reason for leaving was a conflict between school and the job. In 1985, the typical non-returning student is still a white female but she is older (30-45) and married. She is registered parttime in college credit courses and is financing her own education while working 31 or more hours per week. Her primary reasons for attending was to obtain a degree as well as to train or retrain for a career. Her primary reason for leaving was "to take a break."

Another category of non-returning students -- the black students -- represent the second largest grouping of 1985 non-returning students. Fourteen per cent (14%) of the non-returning respondents were black students. When this percentage is compared to the Fall Term enrollment percentage of 16% black students, there is cause for concern.

Although the respondents listed the primary reason for leaving as "needing a break," a resounding 74% said that they would return either during the spring or summer term, fall term or another term. These responses confirm the definition of "stop out" as researched by Astin (1975).

Increasingly, more effort needs to be placed on studying the nature of the between-term attrited student, moving beyond identification and concentrating more attention to the potential stop out, seeking to lessen the reason for leaving which results from sheer exhaustion and study/employment overload.

SECTION III

Review of the Literature

REVIEW OF THE LITERATURE

As colleges and universities across the nation address the issues surrounding enrollment management, the literature in the field swells with approaches to the development of a system-wide retention program. The goal of all the programs as Tinto suggests is "to facilitate the accomplishment of reasonable and desired personal and academic goals of students." The methods employed to achieve the desired goal are as diverse as there are institutions and dimensions of the retention problem. The programmatic institutions and emphases employed by one institution oftentimes will not be applicable to another institution because of the environment. The commonality that exists, however, supports the adherence to certain basic tenets:

1) that a caring attitude on the part of faculty and staff is paramount.

2) that retention begins with recruitment.

3) that an on-going program of longitudinal research is mandatory.

4) that systematic articulation, interaction and communication exist between and among faculty, counselors, and students.

5) that instructional support systems be developed to increase student competency levels.

6) that a process of evaluation be instituted to assess continued effectiveness of programs.

7) that retention is a college-wide responsibility.

Caring Attitude

Institutions concerned with enhancing the retention program should initially study the drgree to which the faculty and staff demonstrate a caring attitude toward the student. A conducive learning environment is as pertinent as the quality of teaching and learning which takes place within the environment. In consideration of the institutional characteristics which facilitate student retention, every effort to create a student oriented culture should be made. A recent survey of FJC students - who answered the question: what is the one best way a professor, librarian, counselor, secretary, security person, administrator, etc. can show a caring attitude - revealed the student's desire for humanistic treatment. One student aptly phrased it this way, "treat me like a person, not an alien!" This idea is supported in the literature by Beal and Noel (1979) who state that the most important positive factor in student retention is the caring attitude of faculty and staff. The literature is replete with

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institutional practices which include improvement of delivery and quality of instruction, advising, registration, financial aid, student activities, support services, etc. These particular aspects of the institutional environment are salient correlates in the student's decision to persist or withdraw. (Pascarella, 1986) Moreover the attempts to create a caring environment are enhanced when the student's campus contacts and day-to-day interaction with personnel are positive. When an institution objectively studies its effectiveness in key areas, it can engage in preventative strategies. (Astin, 1975) The students should interact with "enthusiastic faculty, involved administrators and courteous classified staff. (Noel, 1979)

In addition, a caring institution recognizes the student characteristics which positively affect retention. These characteristics include academic demographic and financial factors as well as the aspirational and motivational relationships existing with students (Lenning, Beal and Sauer, 1980). But it is the institution which cares enough about its students to accentuate the positive characteristics and develop student talent which ultimately will experience increased retention rates. Creating a positive, student-oriented, caring environment is a first step.

Retention Begins with Recruitment

The discussion of where to begin a retention program is far from moot: "Retention begins with recruitment." The first announcement or written correspondence sent to prospective students, should accurately and attractively present the College and generate "expectations" which can be met. Keim (1981) Suggests that care be taken so that the language of the recruitment literature can be easily understood by the intended audiences and that an atmosphere of warmth be projected, especially by the professionals involved in the admissions process. Noel (1976) asserts that those institutions whose philosophy causes them to recruit "graduates-to-be" usually enroll students who will stay and more importantly, encourage others to enroll. Community colleges bear a special burden when addressing some of the practical implications of Noel's suggestion for as Creamer (1980) adds, pressures to maintain student body counts (FTE) may supercede judgements regarding the kind of student recruited. Increasingly the community college student body is composed of more part time students whose goals are to train or retrain for a career and not to "graduate" in the traditional sense. Consideration of the crucial question - whom are we trying to retain - provides an institution with more direction in the recruitment phase of the enrollment process;

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consequently, a different approach to retention can emerge. Retention efforts must begin with an understanding of the groups that will be targeted for retention actions. (Engleberg, 1982) Nationally as well as locally these high risk groups tend to be first-time in college students, blacks students, transfer students, returning adults and students in developmental studies.

Research

An ongoing program of longitudinal research is mandatory for a successful retention program. The degree to which an institution is aware of the diverse characteristics of students, the better it is for the institution to address student needs. Tinto (1982) concludes that successful retention programs are frequently longitudinal. Pascarella (1986) adds that the results of an on-going series of correlational investigations can be a valuable tool to guide the planning and development of programmatic interventions designed to improve student retention. The current literature reveals three significant questions 1) who drops out of college 2) why do they drop out and 3) how can the overall dropout rate be reduced. (Goodrich, 1980)

The identification of students who could be classified as drop-outs, stop-outs or persistors is a rudimentary aspect of the sophisticated institutional research program on student life. These catagorical definitions, however are crucial to the research process. Each institution must establish its own definition which considers these categories of educational attainment in relationship to the students' goals. (Astin, 1975) The career of the student should be viewed longitudinally beginning when the student applies to the college and ending when the student achieves his goal. If carefully monitored, the process of goal completion will reveal the many points at which a student may encounter difficulty so that the college may intervene with appropriate support programs. (Engleberg, 1982) After methodically investigating the institutional correlates of persistence and withdrawal behavior, colleges can focus energies on those aspects of student life which programmatic intervention are likely to have the greatest impact. (Pascarella, 1986)

Another factor related to the identification of drop-outs is knowledge of the drop out rate. Nationally for all types of institutions, it is approximately 32%. For two year public colleges, the drop-out rate between the freshman and sophomore year is 46%. (Noel, Levits, Saluri, 1985). Generally the students in the drop-out catagory are first-time-in-college, transfer, college preparatory, minorities and/or returning adults. One institution sought to catagorize the students in the following manner: students who are admitted but do not register, students who register but do not attend, students who attend but do not pass, students who pass but do not return. (Engleberg, 1982). Whatever the catagory or subcatagory, baseline data on student goals, characterists of completers and leavers, demographics, academic and family background are components of a retention data system. This information can do much to identify students within the institution who have the highest risk of non-persistence.

Ehasz-Sanz suggests that the institution's data bank on student success include first term attrition/retention rates; achievement levels, department enrollment academic majors, demographics, attendence,status, GPA of drop-outs, persisters and stop outs; specific attrition/ retention information on ethnic and age groups. She adds that besides gathering the data, it is critical that information be communicated simply and regularly to all faculty and staff, particularly those who will have impact on the integration of students into the academic community. For the urban, multi-campus community college the data should be collected on a college-wide as well as a campus by campus basis. A retention agent on one campus might be an attrition agent on another (Noel, 1979). Finally, colleges must heed the warning inherent in the statement "we haven't learned anything new and we haven't used what we know." The results of an ongoing program of data collection and dissemination can be a valuable tool in planning and implementing program interventions to improve student retention (Pascarella, 1986).

Articulation

If faculty and staff individually demonstrate a caring attitude, understand the correlation between recruitment and retention, engage in a program of longitudinal research, the next component of the successful retention program is to devise a system of regular communication between and among faculty, staff and students. The system that has had universal effectiveness is an early alert, early warning system. Miami-Dade Community College has included this system in its series of systems which allow a college to be accountable for student success. The systems include Comparative Guidance and Placement, Academic Alert System, Advisement and Graduation Information System and Standards of Academic Progress (Roueche and Baker, 1985). The system is as good as the people who contribute to it; consequently, the quality of interaction between students and faculty; as well as students and counselors is a major variable to institutional holding power. The process established at an institution must sustain a relationship among the contributing groups conducive for effective educational advising (Creamer, 1980). While relatively few definitive studies have been completed on the effects of student services (counseling) on retention, most that have been done suggest that counseling services can increase persistence. This generalized finding may be especially true in community colleges; however, it is true also that many community college students fail to use the counseling services available. Further, faculty-student interaction seems to lead to improved social and academic integraton with the college, which, inturn, is a powerful determinant of retention (Atwell and Assoc., 1983).

Support Systems

Another component of a coordinated student success system is a network of support services. One example introduced by Blanc, DeBuhr and Martin is the Supplemental Instruction Plan, an academic support program which is effective in addressing the problems of student performance and attrition. SI is designed to assist students in mastering course concepts while simultaneously increasing student competency in reading, reasoning and study skills. This concept enhances the learning center's role in retention by scheduling review sessions led by learning center specialists. This program has the potential of complementing the longitudinal research program in a well defined manner. While research reveals high risk students, SI identifies high risk courses such as

entry-level courses wherein student D and F grades and withdrawals exceed 30 per cent of course registrants. The instructional support program addresses its services directly to each course. As assistance is rendered to individual students in conjunction with course requirements and student developmental needs, a reduction of unsuccessful enrollments is realized.

Another support program suggested by Dave Ellis and the staff of College Survival Inc. affirm that the required semester long orientation course be instituted to train "master students." Larry David, Vice President of College Survival Inc. reports that "the single most important move an institution can make to increase student persistence to graduation is to insure that students receive the guidance they need at the beginning."

Whatever the program intervention adopted by an institution, Pascarella admonishes that it is important to determine that interventions are implemented as intended before they are evaluated in any summative way (Hall and Loucks, 1977; Lunhardt, 1980).

Evaluation

The most rigorous evaluation designs are experimental and the typically entail the use of a control group. It is arguably premature and hazardous to invest large scale financial and human resources on an institution wide program until there is at least reasonable evidence that the program has the intended effects on student retention. One alternative that does not necessarily require a control group is a time series design where an institution looks for a substantial reduction in freshman attrition to occur between the year before the intervention and the year following (Pascarella, 1986).

The impact of interventions on student persistence may not always be straight forward and obvious. Unless indirect effects are considered, it is quite easy to overlook the positive influence of an intervention on student retention.

Responsibility

Accepting the responsibility for the success of students must be a collegewide effort involving not only the students but also faculty, administration and career personnel with directions by the president. The administrators are the institutional managers responsible for initiating

policies addressing comprehensive, humanistic services to students. The career personnel are institutional employees responsible for treating students with dignity and respect while providing comprehensive services to students. The faculty, counselors are institutional employees responsible for communicating their professional expertise while exemplifying knowledge of subject area, flexibility, effectiveness, patience, understanding and respect for students. Finally, but most important are the students whose responsibility it is to take advantage of the services provided by clearly defining and completing personal, academic and career goals. Consequently, student success will be achieved as students with learning needs come to college, are helped and most of them persist to matriculation with solid evidence of course and program achievement (Rouche and Baker, 1985).

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SECTION IV

Presentation of the Data

Presentation of the Data

During the project year, three studies were conducted.

- The Non-Returning Student Survey was done to determine the profile of the non-returning student and to extend a caring gesture of concern to these students.

-The Enrollment Management(Faculty) Survey was conducted to determine the amount and distribution of routine and useful information on students to be made more readily available to faculty.

-Summary of Recruitment and Retention Projects 1983-1986 was conducted to develop ways to provide continuity to retention projects.

The results of these studies appear in this section following general enrollment information.

GENERAL ENROLLMENT INFORMATION

FALL TERM ENROLLMENT	1983	1984	1985*
	16308	13962	14536

*The enrollment for Fall 1985 is 4.1% above Fall 1984 but 10.9% below the record Fall 1983 enrollment

ENROLLMENT BY SEX/RACE			
Female	9427/57.8	8352/59.8	8595/59.1
Male	6881/42.2	5610/40.2	5941/40.9
Black	2545/15.6	2181/15.6	2365/16.3
All Minority	3494/21.4	3088/22.1	3302/22.7
White	12814/78.6	10874/77.9	11234/77.3
Black Female	1721/10.6	1525/10.9	1654/11.4
All Minority Female	2176/13.3	2001/14.3	2127/14.6
Black Male	824/5.0	656/4.7	711/4.9
All Minority Male	1318/8.1	1087/7.8	1175/8.1
White Female	7251/44.5	6351/45.5	6468/44.5
White Male	5563/34.1	4523/32.4	4766/32.8

ENROLLMENT BY CAMPUS			
Downtown Campus	2203	2245	2437
Kent Campus	5171	4457	4800
North Campus	3483	2646	2552
South Campus	5451	4614	4747

Source: Respective Fall Term College Credit Student Profile Analyses
Institutional Research

Non-Returning Student Survey

The Fall Term College Credit enrollment total was 14,536. Of this total enrollment 5,692 or 37% did not re-enroll during Winter Term. A small percentage of 6.4% or 365 student graduated, but the remaining 5,327 were potential Winter Term enrollees. To ascertain the reasons why these students did not re-enroll, a questionnaire was mailed to 78% of the non-enrollee population. The 22% who did not receive questionnaires came from the students whose mailing labels reflected an out-of-state or out-of-county zip code. Largely, the effort to contact these students was made to determine the profile of the non-returning student, but more importantly, to extend a caring gesture of concern to these students.

Procedures

The six part questionnaire requested information on goals, employment/finance, faculty/staff interaction, academic issues, attendance status and demographic information. (See Appendix C for Tally of Non-Returning Student Questionnaire) A total of 805 questionnaires were returned and 787 were usable. The responses were not anonymous so that follow-up is possible and recommended. The response rate was 18%. The data below is organized to highlight the interaction of variables. The chi square analysis was used to determine the significance of the relationship between variables. A relationship which has the probability of occuring by chance only 5 per cent of the time was accepted as statistically significant.

Profile of the 1985 Between-Term Attrited Student

Demographic Information

The initial tally of responses revealed the following student profile. (See Appendix C for Tally of Non-Returning Student Questionnaire) The typical non-returning student is a white female aged 30-45. She is married and working 31 or more hours to finance her education. She is registered part time and she is taking college credit courses primarily at the Kent and South campuses.

Goals

An average of 85% of the respondents almost equally perceived the listed goals as being important. The goal of obtaining a degree was slightly above the average closely followed by training for a career and exploring personal interests. A slight variance is noted by age groups, race and sex .(See Table 1)

1) 17-21 year olds are not as interested in improving job skills as the 45-55+ year old student.
2) Over 90% of the 22-29 year olds viewed obtaining a degree and training for a career as important.
3) The 30-45 year old students viewed training for a career and improving job skills of equal importance followed by obtaining a degree and exploring personal interests.
4) The most important goal to male respondents was to obtain a degree.
5) Female respondents' number one goal was to train or retrain for a career.
6) Black students held obtaining a degree as most important.
7) White students equally viewed obtaining a degree and training for a career as important.
8) Hispanic students held exploring personal interests as important.

Employment/Finance

Sixty nine per cent (69%) of the respondents are either financing their own education or they are receiving grant funds. Thirty one per cent (31%) receive funding from a loan, from parents or other sources. Less than 1% are on a scholarship.

The following observations by age group, sex and race are noted. (See Table 2).

1) The highest percentage of 17-21 year old students' education is financed by parents.
2) For the other age groups, the highest percentages fall into two categories - self and grant financing.
3) Sixty per cent (60%) of male students compared to 73% of female students are on grants or self financing.
4) Sixty-six per cent (66%) of the hispanic students, 69% of black students and 70% of white students are on grants or self financing.

An average of 70% of respondents by age group, sex and race are working 31 or more hours per week to finance their education. (See Table 3)

Faculty/Staff Involvement

The findings in this category are typical of the non-traditional students who are the last to reach out for help.(See Tables 4 and 5)

1) Over half of the respondents by age group, sex or race had no contact with support persons or administrators.
2) However, the ratings of services provided by faculty, librarians, counselors and career staff were average to above average.
3) Only a small percentage of students rated services as below average.

The campus-bycampus involvement was consistent with previous findings with the following variations. (See Table 6)

1) The North Campus respondents rated interaction with librarians higher than the other campuses.
2) Less than 70% of the Downtown, Kent and South campus respondents viewed counselor and academic advisor interaction as average to above average while 70% of the North Campus respondents viewed the interaction likewise.
3) An average of 85% of the Downtown and Kent Campus respondents rated the services provided by career staff as average to above average while 70% of the North and South Campus respondents rated the services likewise.

Academic Issues

The respondents in each age group, sex and race category deemed the classes as challenging with the 46-55+ year old students viewing the classes as most challenging. In general, the respondents were certain about their choice of major, but the 17-21 year old students registered the greatest degree of uncertainty. The quality of instruction was good. Students perceived themselves as being fairly well prepared to handle college work and that their study habits were effective. Over 70% of the respondents did not utilize the support services often. (See Tables 7 and 8)

The campus-bycampus views on academic issues were consistent with previous findings. (See Table 9) The following observations are noted:

1) Kent campus students felt that they were more prepared for college work but were the least certain about their choice of majors.
2) Downtown campus students were the most certain about their choice of major and felt as prepared for college work as the South campus students.

Reasons for Leaving

Only 38% of the responses to this open-ended question correlated with the classical reasons for leaving cited below with the percentage of respondents.

Found a job	15%
Lack of Finances	11%
Completed needed courses	6%
Transferred to another college	6%

Another category of responses not previously cited constituted 17% of the respondents' reasons for leaving. These other reasons, in rank order, were:

Need a Break
No time to study
Will resume/Have Not Left
Exhaustion/Indecision/Uncertainty
Personal reasons
Lost Interest/Motivation

Other reasons occured less than 5% of the time. (See Reasons Tally-Appendix D)

Returning Plans

Seventy-four per cent (74%) of the respondents said that they would return either Spring/Summer, Fall or another term. When compared by age, sex and race the following variations occured: (See Table 11)

1) Fewer 17-21 year old students expressed a desire to return than any other age category.
2) A comparable percentage of males and females expresed a desire to return.
3) More students in the "other" racial category expressed a desire to return than black, white or hispanic students.

Conclusion

The responses confirm the definition of the community college "stop-out." Traditionally, "stopping out" was something that could not be prevented since it is motivated by unforseen circumstances such as personal problems, transfers to other colleges, employment. In reviewing the data from the previous study, only 38% of the attrition is credited to reasons which cannot be prevented. When considering attrition factors which can be influenced, it is necessary to keep in mind that these students seemed to have been goal-oriented, industrious students who viewed faculty/staff interaction as average to above average and perceived themselves as reasonably prepared students. The mean age (30-45), among other factors, is one identifier which classifies these students as non-traditional and in this sense two observations need to be reiterated:

1) The students found the classes challenging
2) The students did not make use of the support services.

Recommendations

To focus attention in areas of demonstrated need, the following recommendations are offered to reduce between-term attrition.

1. Direct more goals identification and clarification efforts to 17-21 year old students.
2. Identify students with learning difficulties and refer them to support services early in the term.
3. Develop a mid-term "spot check" for students in risk categories. (i.e. workshops, counseling, mentoring.)
4. Develop stronger outreach counseling for students who would normally forego the standard counseling process.
5. Develop a systematic process for contacting students who have left the college beginning with a follow-up of the students from Fall 1985.

Table #1

GOALS

Important and Very Important

(Percentages*)

	Train or Retain for a Career	Improve Job Skills	Obtain a Degree	Explore Personal Interests
	(1)	(2)	(3)	(4)
AGE				
17-21	88	78	88	89
22-29	91	83	92	89
30-45	86	86	83	81
46-55+	85	89	86	85
SEX				
Male	87	80	90	87
Female	89	86	86	86
Race				
Black	94	90	95	91
White	86	82	86	94
Hispanic	93	88	90	95
Other	86	87	89	85

* The "not important" choice and "other" category (#5) was deleted.

Table #2

FUNDING SOURCE
(Percentages)

	Parents	Self	Grant	Loan	Scholarship	Other
Age						
17-21	36	28	26	6	(0.7)	4
22-29	10	38	29	5	(0.5)	18
30-45	2	36	38	6	(0.4)	18
46-55+	2	27	48	7	1	15
Sex						
Male	12	27	33	5	(0.4)	23
Female	10	37	36	6	(0.6)	11
Race						
Black	6	25	44	14	0	11
White	12	38	32	3	(0.2)	15
Hispanic	8	17	49	11	1	14
Other	16	21	26	5	5	26

Table #3

HOURS EMPLOYED

(Percentages)

	1 - 10	11 - 15	16 - 30	31 or more	Not Employed
Age					
17-21	3	6	24	53	17
22-29	5	2	13	70	10
30-45	2	1	5	79	13
46-55+	4	2	1	76	17
Sex					
Male	2	1	11	76	10
Female	4	3	10	69	14
Race					
Black	3	4	13	65	15
White	4	3	9	72	12
Hispanic	3	0	13	69	15
Other	0	5	5	68	21

Table #4

FACULTY/STAFF INVOLVEMENT
(Percentages)

Age Groups

	17 - 21	22 - 29	30 - 45	46 - 55+
Administrators				
Above Average	11	11	14	12
Average	36	31	23	30
Below Average	1	1	2	3
No Contact	52	57	61	56
Faculty/Coaches				
Above Average	24	27	28	30
Average	50	48	47	38
Below Average	7	3	3	7
No Contact	18	23	22	25
Librarians				
Above Average	19	16	19	26
Average	52	42	42	42
Below Average	3	3	3	2
No Contact	26	39	36	30
Counselors/Academic Advisors				
Above Average	25	16	19	17
Average	43	47	39	44
Below Average	10	10	9	8
No Contact	22	28	34	31
Career Staff				
Above Average	17	18	25	26
Average	47	61	54	58
Below Average	7	5	7	4
No Contact	29	17	14	12
Support Persons				
Above Average	4	6	7	6
Average	25	22	18	23
Below Average	1	1	3	6
No Contact	70	71	72	66

Table #5

FACULTY/STAFF INVOLVEMENT
(Percentages)

	Sex		Race			
	Male	Female	Black	White	Hispanic	Other
Administrators						
AA	14	11	15	11	17	22
A	29	29	30	29	29	28
BA	1	2	3	1	3	6
NC	56	58	52	59	51	44
Faculty/Coaches						
AA	28	27	27	27	30	31
A	46	46	48	47	44	25
BA	3	5	5	4	3	6
NC	23	22	20	22	23	38
Librarians						
AA	22	18	30	16	29	16
A	42	45	51	43	41	53
BA	2	3	3	3	1	10
NC	34	34	16	38	29	21
Academic Counselors/Advisors						
AA	23	17	28	16	21	22
A	37	45	44	42	46	55
BA	13	8	10	9	8	17
NC	27	30	17	33	25	6
Career Staff						
AA	25	20	20	21	30	21
A	50	57	54	57	37	74
BA	6	6	7	6	4	5
NC	18	17	19	16	29	0
Support Persons						
AA	8	5	8	4	12	12
A	20	22	29	20	21	23
BA	6	3	3	2	6	0
NC	71	70	60	74	61	65

Table #6

FACULTY/STAFF INVOLVEMENT
(Percentages)
By Campus

	Downtown	Kent	North	South	Off-Campus
Administrators					
AA	16	10	20	9	8
A	29	33	23	32	23
BA	4	2	2	0	0
NC	51	55	56	59	69
Faculty/Coaches					
AA	27	30	32	25	17
A	50	43	40	50	50
BA	7	4	4	3	5
NC	16	23	24	22	28
Librarians					
AA	24	17	31	15	9
A	44	45	40	49	23
BA	6	3	4	1	0
NC	26	35	25	35	68
Academic Counselors/Advisors					
AA	27	14	27	16	13
A	38	45	43	45	30
BA	13	8	10	8	7
NC	22	33	20	31	50
Career Staff					
AA	30	25	20	13	17
A	54	60	50	58	41
BA	7	5	5	7	7
NC	9	10	25	22	35
Support Persons					
AA	10	5	6	6	5
A	26	21	18	22	14
BA	5	2	2	2	2
NC	59	72	74	70	79

Table #7

ACADEMIC ISSUES
(Percentages)

By Age Groups

	17 - 21	22 - 29	30 - 45	46 - 55+
Choice of Major				
Uncertain	48	29	30	24
Certain	33	38	35	46
Very Certain	19	33	35	30
Challenging Classes				
Unchallenging	14	8	7	9
Challenging	71	71	72	62
Very Challenging	15	21	21	29
Quality of Instruction				
Poor	7	3	5	10
Fair	14	16	15	15
Good	59	54	50	40
Excellent	20	27	30	35
Study Habits				
Ineffective	29	14	12	10
Effective	65	70	64	66
Very Effective	6	16	24	24
Students'Preparation				
Unprepared	18	10	10	8
Fairly Well Prepared	62	62	51	60
Very Well Prepared	20	28	39	32
Utilization of Services				
Not Often	70	72	71	67
Often	23	22	22	26
Very Often	7	6	7	7

Table #8

ACADEMIC ISSUES
(Percentages)

	Sex		Race			
	Male	Female	Black	White	Hispanic	Other
Choice of Major						
Uncertain	29	34	29	34	30	21
Certain	38	37	39	38	35	42
Very Certain	33	29	32	28	35	37
Challenging Classes						
Unchallenging	8	9	8	8	10	5
Challenging	72	69	66	71	69	63
Very Challenging	20	22	26	20	21	32
Quality of Instruction						
Poor	4	6	4	6	6	5
Fair	15	15	18	15	18	5
Good	55	49	49	52	45	58
Excellent	26	29	29	27	31	32
Study Habits						
Ineffective	18	14	20	13	19	21
Effective	70	65	68	67	64	63
Very Effective	12	21	12	19	17	16
Students' Preparation						
Unprepared	13	10	12	10	19	0
Fairly Well	58	58	67	57	46	84
Very Well	28	32	21	32	35	16
Utilization of Support Services						
Not Often	67	71	61	72	65	72
Often	28	21	30	22	24	17
Very Often	5	8	9	6	11	11

Table #9

ACADEMIC ISSUES
(Percentages)

By Campus

	Downtown	Kent	North	South	Off Campus
Choice of Major	26	36	28	35	33
Uncertain	26	36	28	35	33
Certain	45	36	41	36	26
Very Certain	29	28	31	29	40
Challenging Classes					
Unchallenging	8	8	7	10	15
Challenging	61	73	64	74	71
Very Challenging	31	19	28	16	14
Quality of Instruction					
Poor	5	5	6	5	7
Fair	19	13	13	18	15
Good	49	50	49	53	58
Excellent	27	32	32	24	20
Study Habits					
Ineffective	16	13	18	18	14
Effective	69	67	62	66	66
Very Effective	15	20	20	16	20
Students' Preparation					
Unprepared	12	10	16	12	5
Fairly Well Prepared	62	54	56	60	56
Very Well Prepared	26	36	28	28	39
Utilization of Support Services					
Not Often	64	76	54	76	86
Often	27	21	32	18	11
Very Often	9	3	14	6	4

Table #10

RETURNING PLANS
(Percentages)

	Yes	No	Unsure
Age			
17 - 21	65	18	17
22 - 29	77	7	16
30 - 45	75	11	14
46 - 55+	78	7	15
Sex			
Male	74	10	16
Female	75	11	14
Race			
Black	76	10	14
White	74	11	15
Hispanic	74	12	14
Other	85	0	15

ENROLLMENT MANAGEMENT INFORMATION SURVEY

During the Fall of 1985, the Student Success Project Coordinator initiated a series of discussions with specific committees, and councils focusing on retention related concerns. Two of the groups, representing a cross-section of college employees were President's Quality Pursuit Teams and the Equal Access/Equal Opportunity Advisory Councils. Other more parochial groups included the Student Government Association, the Career Employees Council and the Faculty Senate. All of these groups were concerned with retention issues such as:

a) better understanding what students desire/need and assisting them in setting more definitive goals

b) more effective communication of the caring attitude among faculty staff, administrators and student's

c) improved classroom atmosphere

d) more administrative leadership in refining the process which records the flow of students through the College

Moreover, there was a certain degree of interest in insuring that students begin their matriculation "on the right track" and that the College collect and dissiminate information on students geared toward improving classroom success.

The Faculty Senate Committee on Student Services and Development, to which the Student Success Project Coordinator served as a resource person, sought to focus some attention to determining the amount and distribution of routine and useful information on students to be made more readily available to faculty. The results of this inquiry indicate the faculty's interest in specific student information.

Procedures

A survey was sent to 376 full time faculty persons and 135 part-time faculty persons. The initial survey distribution totalled 511. The seventeen item form solicited information on the usefulness of certain information in insuring student success in the classroom. The list included reading level, entry placement scores, previous course grade, ACT/SAT Scores, GPA, number of semester hours attempted/completed, telephone number of student, employment status, special learning need, previous college experience, degree program and student's reason for attending College. In addition, faculty were asked to respond in an open-ended question any other information they would find useful. The final section of the survey included demographic information on faculty covering primary discipline or major instructional area, current employment status, type courses taught and campus location.

A total of 215 surveys were processed representing a 42% rate of return. The data were organized to provide a rank ordering of information and cross tabulated to highlight possible interaction of variables. The chi square analysis was used to determine the significance of relationship between variables. A relationship which as the probability of occuring by chance on 5 percent of the time was accepted as statistically significant.

Results

The responses to the survey reveal that the list of items is generally considered as very useful or useful. (See Table 1) Using a 75 percent cut off for respondents' opinions, the least useful items are ACT/SAT scores, GPA, previous course grade, degree program, previous college experience and number of semester h hours completed. The most useful items in rank order are: (See Table 2)

1. Special learning needs
2. Reading level
3. Telephone # of student
4. Entry placement scores
5. Student's reason for attending college
6. Employment status

Examined by discipline, the items followed a similar pattern with differences showing up in placement of items. For example, the English faculty saw entry placement scores as number one followed by telephone number, reading level, special learning needs. The Mathematics faculty agreed with the rank order of the first and sixth item but unanimously saw entry placement scores as important as special learning needs followed very closely by the telephone number and reading level of students. (See Tables 3 & 4)

Examined by employment status, the items remained in the established pattern; however, part-time faculty placed the items in a different order of importance. Part-time faculty saw the telephone number as the most important item. (See Table 5)

Examined by type course taught, the non-credit faculty identified a slightly different ordering of items. (See Table 6)

Conclusion

Based on the percentage of respondents and the rank ordering of items, faculty is genuinely interested in learning more about the students served. Major concern, however, expressed by both faculty and counselors is that too much information on students can serve to bias a faculty member and be detrimental to the student. Items 3 and 4 (Telephone number of student and entry placement score) are available in the Campus Student Development offices and interested faculty can retrieve the information from the student's data file. Item #3 can and often is asked of the students at the first class meeting. In addition, the following recommendations* are offered to assist faculty in accessing the other items of information on students:

1) Encourage faculty to refer special needs students to campus Technical Assistants for evaluation and support services. (Counseling Staff, Disabled Student Services Staff, Faculty Senate)

2) Initiate discussions of accomodations/alternatives for special needs students at the EA/EO Advisory Councils. (Committee Representatives from Disabled Student Services)

3) Refer survey results for accessing reading level to Reading Council for review and development of a plan for implementation. (Reading Professor)

4) Consider an additional question on student's reason for attending college to be added to the application (Dean of Enrollment Services)

5) Examinine feasibility of adding the student's telephone number to the computerized class roll. (Associate VP Information Systems and Services)

6) Continue the encouragement of a better rapport between faculty and counselors. (Faculty, Counseling Staff)

*Suggested person(s) to be responsible in parenthesis

ENROLLMENT MANAGEMENT INFORMATION

SURVEY

PART I. How useful would each of the following items of information regarding students be in helping to insure student success in your classroom, if the information could be provided to you on a routine basis? Please indicate your opinion by checking the appropriate response next to each item.

TABLE #1

ITEM	RESPONSE (Percentages) (1) Very Useful	(2) Useful	(3) Not Useful	
1. Reading level	59.2	30.6	10.2	(1)
2. Entry Placement Scores (Math, Reading, English)	49.5	32.0	18.5	(2)
3. Previous course grade (if sequential: Ex. Enc. 1101, 1102)	33.2	32.1	34.7	(3)
4. ACT/SAT scores	14.1	38.5	47.4	(4)
5. GPA	18.8	42.7	38.5	(5)
6. Number of semester hours attempted/completed	20.4	50.0	29.6	(6)
7. Telephone number of student	48.5	39.6	11.9	(7)
8. Employment status	37.1	40.1	22.8	(8)
9. Special learning need	69.5	23.2	7.4	(9)
10. Previous college experience	20.2	48.0	31.8	(10)
11. Degree Program	19.9	46.6	33.5	(11)
12. Student's reason for attending college	32.5	48.5	19.9	(12)

PART II.

13. What other useful information on students would you like compiled and distributed to you?

_____

_____

(Continued)

PART III

14. What is your primary discipline or major instructional area? (13-14)
See Attachment

15. What is your current status?

158/73.8 1. Full-time (15)

56/26.2 2. Part-time

16. What type courses do you teach?

148 70.1 1. Credit

37 17.5 2. Non-Credit (16)

26 12.3 3. Both

17. What is your present campus assignment or class location? (17)

Kent - 43/20.0 NC - 40/18.6 Other - 45/20.9

DTC - 36/16.7 SC - 49/22.8

Comments:

ATTACHMENT TO TABLE #1

(14) Instructional Area Participation

Total # 215/42%

Discipline	Number/Percentages
Biology	7/3.4
Education	5/2.4
English	27/13.1
Humanities	19/9.2
Math	22/10.7
Physical Science	5/2.4
Psychology	8/3.9
Social Science	14/6.8
Other Disciplines	99/48.1
No Indication of Discipline	9/4.2

TABLE #2 ENROLLMENT MANAGEMENT INFORMATION ITEMS

Rank Order	Very Useful/Useful	Not Useful
	%	%
1) Special Learning Needs	92.7	7.4
2) Reading Level	89.8	10.2
3) Telephone # of Student	88.1	11.9
4) Entry Placement Scores	81.5	18.5
5) Student's reason for attending college	81.0	19.0
6) Employment Status	77.2	22.8
7) Number of semester hours attempted/completed	70.4	29.6
8) Previous College Experience	68.2	31.8
9) Degree Program	66.5	33.5
10) Previous Course Grade	65.3	34.7
11) GPA	61.5	33.5
12) ACT/SAT Scores	52.6	47.4

TABLE #3

ENROLLMENT MANAGEMENT INFORMATION ITEMS - By Discipline (Percentages)

Item #'s	4 Biology Not Useful/Useful	8 Education Not Useful/Useful	10 Humanities Not Useful/Useful	15 English Not Useful/Useful	17 Mathematics Not Useful/Useful	19 Physical Science Not Useful/Useful	20 Psychology Not Useful/Useful	22 Social Science Not Useful/Useful	99 Other Disciplines Not Useful/Useful
1) Reading Level	100/-0-	100/-0-	100/-0-	84.6/15.4	90/10	100/-0-	100/-0-	92.9/7.1	87.3/12.8
2) Entry Placement Scores	85.7/14.3	100/-0-	89.4/10.5	92.0/8.0	100/-0-	100/-0-	66.6/33.3	69.3/30.3	74.8/25.3
3) Previous Course Grade	50.0/50.0	100/-0-	62.5/37.5	80.0/20.0	100/-0-	60.0/40.0	60.0/40.0	50.0/50.0	56.6/43.3
4) ACT/SAT Scores	71.5/28.6	75/25	47.1/52.9	45.8/54.2	85/15	80/20	83.4/16.7	41.6/58.3	44.9/55.1
5) GPA	80/20	100/-0-	76.5/23.5	48/52	70/30	60/40	80/20	61.5/38.5	58.4/41.6
6) Semester Hours	75/25	80/20	94.1/ 5.9	68/32	71.4/28.6	100/-0-	85.7/14.3	66.6/33.3	65.2/34.8
7) Telephone #	75/25	80/20	88.9/11.1	85.2/14.8	90.4/9.5	80/20	100/-0-	78.6/21.4	89.3/10.8
8) Employment Status	80/20	80/20	84.2/15.8	65.4/34.6	75/25	60/40	100/-0-	92.3/ 7.7	75.6/24.5
9) Special Learning Needs	100/-0-	100/-0-	100/-0-	84.6/15.4	100/-0-	100/-0-	100/-0-	92.8/ 7.1	90.3/ 9.7
10) Previous College	80/20	75/25	88.9/11.1	64/36	71.4/28.6	40/60	83.3/16.7	50/50	67.7/32.3
11) Degree Program	60/40	100/-0-	77.7/22.2	66.7/33.3	70/30	60/40	42.9/57.1	53.9/46.2	68.2/31.8
12) Reason Attending	80/20	100/-0-	94.5/ 5.6	60/40	89.5/10.5	80/20	57.2/42.9	84.6/15.4	83/17

TABLE #4 ENROLLMENT MANAGEMENT INFORMATION ITEMS - By Discipline (Percentages)

Item #'s	4 Biology Not Useful/Useful	8 Education Not Useful/Useful	10 Humanities Not Useful/Useful	15 English Not Useful/Useful	17 Mathematics Not Useful/Useful	19 Physical Science Not Useful/Useful	20 Psychology Not Useful/Useful	22 Social Science Not Useful/Useful	99 Other Disciplines Not Useful/Useful
1) Special Learning Needs	100/-0-	100/-0-	100/-0-	84.6/15.4 (4)	100/-0-	100/-0-	100/-0-	92.8/ 7.1	90.3/ 9.7
2) Reading Level	100/-0-	100/-0-	100/-0-	84.6/15.4 (3)	90/10 (4)	100/-0-	100/-0-	92.9/ 7.1	87.3/12.8
3) Telephone # of Student	75/25 (5)	80/20 (5)	88.9/11.1 (5)	85.2/14.8 (2)	90.4/9.5 (3)	80/20 (4)	100/-0-	78.6/21.4 (4)	89.3/10.8 (2)
4) Entry Placement Scores	85.7/14.3 (3)	100/-0- (3)	89.4/10.5 (4)	92.0/ 8.0 (1)	100/-0- (2)	100/-0- (3)	66.6/33.3	69.6/30.3 (5)	74.8/25.3 (5)
5) Student's Reason for attending College	80/20 (4)	100/-0- (4)	94.5/ 5.6 (3)	60/40 (5)	89.5/10.5 (5)	80/20 (5)	57.2/42.9	84.6/15.4 (3)	83/17 (4)
6) Employment Status	80/20	80/20	84.2/15.8	65.4/34.6	75/25	60/40	100/-0-	92.3/ 7.7	75.6/24.5

* The numbers in parentheses represent the slightly different placement of items in the rank ordering.

TABLE #5 ENROLLMENT MANAGEMENT INFORMATION ITEMS - By Employment Status (Percentages)

TOP SIX

	Full Time Faculty Useful/Not Useful	Part-time Faculty Useful/Not Useful
1) Special Learning Needs	95.3/ 4.6	84.3/15.7 (4)
2) Reading Level	90.9/9.0	86/14 (2)
3) Telephone # of Student	88/12.0	88.3/11.8 (1)
4) Entry Placement Scores	85.5/14.5	68.1/31.9 (5)
5) Student's Reason for attending College	79.3/20.7	85.7/14.3 (3)
6) Employment Status	80.8/19.2	66.0/34.0

* The numbers in parentheses represent a slightly different placement of items in the rank ordering.

TABLE #6 ENROLLMENT MANAGEMENT INFORMATION ITEMS - By Type Courses Taught (Percentages)

TOP SIX

	Credit Faculty Useful/Not Useful	Non-Credit Faculty Useful/Not Useful	Both Useful/Not Useful
1) Special Learning Needs	93.6/ 6.5	88.3/11.8	96.2/ 3.8
2) Reading Level	90.2/ 9.8	87.9/12.1	92.3/ 7.7
3) Telephone # of Student	90.6/ 9.4	82.3/17.6 (4)	84.6/15.4
4) Entry Placement Scores	83.6/16.4	71.9/28.1 (5)	83.4/16.7
5) Student's Reason for attending College	82.5/17.5	84.8/15.2 (3)	73.1/26.9
6) Employment Status	80.5/19.6	67.7/32.4	73.1/26.9

* The numbers in parentheses represent a slightly different placement of items in the rank ordering.

OUTLINE RECRUITMENT/RETENTION PROJECTS
1983-84; 1984-85; 1985-86

I. Recruitment Projects

A. Studies/Consultancies

1. Community Research to Support Recruitment/Retention of Minority Students

2. Maximizing Professional Skills

B. Targeted Activities to Recruit Black Students

1. Financial Aid/Scholarship Recruitment for Minorities

2. Paraprofessional Team/Employment of Advisor I for Minority Recruitment

3. Student Ambassadors Program

4. Media Materials for Minority Recruitment

5. Arts and Music Recruitment/Retention

6. Say Amen Somebody

II. Retention Projects

A. Studies/Consultancies

1. Black Student Retention - DC

B. Targeted Projects by Discipline

1. Mathematics/Science

(CLAST Assurance Data Analysis - MAT 1033)

~ Problem Solving in Chemistry Seminar

~ Retention of Students in Basic Chemistry

~ Retention of Minorities Through Visual Aids

~ Retention of Minority Students in Microbiology

~ Retention of Minority and Women Students in Anatomy and Physiology

~ Peer Tutor Support Program to Ensure Retention of Minority Students in Anatomy I and II

~ Allied Health Science Readiness Packet

B. Target Projects by Discipline (Continued)

2. Humanities

~ Performing Arts Activities at the DC

3. Library

~ Innovative Networking to Retain Minority Students

4. Student Services

~ Community Mentorship Program

~ Early Alert Monitoring/Mentorship Program

~ Career Goal Attainment

~ R.A.R.E. (Recruitment and Retention Environment)

III. Pre-College Programs

A. College Reach-Out

B. FAME (Factors Affecting Minority Enrollment)

C. Destination Graduation: FJC is the Place for Me

D. (Summer Science Project)

E. ACT Seminars

IV. General Workshops

A. CLAST Assurance Examination

B. Retention Workshop for Administrators and Faculty

C. Classroom Strategies for Retention

V. Administrative Activities

A. Collegewide Minority Recruitment/Retention Effort

B. Student Success Office

Student Success Office
June, 1986

RECRUITMENT/RETENTION PROJECTS

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
I. Recruitment Projects				
A. Studies/Consultancies				
1. Community Research to Support Recruitment and Retention of Minority Students		To provide a marketing research survey in Duval and Nassau counties to make effective decisions about minority recruitment/retention.	The President appointed a college-wide Recruitment and Retention Task Force to develop strategies for implementing the recommendations of this study. One strategy was the establishment of a Student Success Office which is primarily responsible for conducting research on the status of retention activities.	Continue to examine results of the study to implement new strategies for the recruitment/retention of students. Make available to persons seeking to develop new projects for retention. (Enrollment Services; Instructional Support)
1983-84	15,191.64			
1984-85	2,503.28			
	17,604.92			
2. Maximizing Professional Skills		To enter into a contract with the College Productivity Center to analyze skills of selected Admissions Services personnel to increase productivity.	This was a one time activity.	
1984-85	1,005.00			

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
B. Targeted Activities to Recruit Black Students				
1. Financial Aid/Scholarship Recruitment for minorities. 1984-85 1985-86	8,964.13 26,648.00 (allocated) 21,663.58* (expended)	To increase the number of minority students who apply for scholarships and financial aid at FJC.	During the first year, promotional activities targeted to the prospective minority student aided in the overall increase of numbers of black students receiving scholarship awards. During the first year of the project, 16% of total General Academic Awards went to black students. 14% of total Academic Achievement Awards went to balck students (increase from four (4) in 1984 to six (6) in 1985). 30% of total University Parallel/2+2 Awards went to black students (increase from three (3) in 1984 to six (6) in 1985).	Continue efforts to inform and promote the availability of scholarships to the minority community and to encourage strong advocacy from the Enrollment Services staff for minority scholarship awards. (Scholarship Coordinator)

*As of May 31, 1986

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
			During the project's second year, the tally from predominately black schools show the following: 5 of 40 General Academic, 3 of 58 Academic Achievement Awards and 3 of 21 University parallel awards. The grand total of awards to black students has not been calculated pending completion of award assignments. In addition, a proposal has been made to the scholarships committee to set aside at least 5 General Academic and 5 Academic Achievement awards for black students.	
2. Paraprofessional Team/ Employment of Advisor I for Minority Recruitment		To provide on-site technical assistance to high school students in completing Financial Aid and college applications.	The financial Aid Scholarship Recruitment for Minorities Project was an outgrowth or this project. Refer to its results and recommendation's for institutionalization.	Combine objectives with Financial Aid/ Scholarship Recruitment for Minorities Project.
1983-84	7,666.39			
1984-85	2,732.72			
	10,399.11			

Project/Year	Cost	Objective	Results/Statistical information	Recommendation for Institutionalization/ Office Responsible
3. Media Materials for Minority Recruitment		To develop literature and a slide presentation to visually portray successful minority students.	A 5-minute portable slide presentation was developed along w/250 copies of a 2-color poster distributed in the community and by direct mail.	Combine objectives with Financial Aid/ Scholarship Recruitment for Minorities Project.
1983-85	125.85			
1984-85	2,890.28			
	3,016.13			
4. Student Ambassadors Program.		To establish a team of currently enrolled minority students to assist Admissions Services in the recruitment of minority students and to become a "friend" for FTIC minority students.	9 students completed the training, they contacted 1000 + FTIC minority students via telephoning, workshops, rap sessions and one-to-one personal contact.	Capitalize on the emerging competency of the ambassadors to assist in the entire Enrollment Management process including recruiting, enrolling and retaining students. (Advisor II, Enrollment Services)
1984-85	804.20			
1985-86	19,867.00			
	12,632.43 (Expended)*			

*As of May 31, 1986

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
5. Art & Music Recruitment & Retention. 1983-84 1984-85	-0-	To provide three hours of over-load pay/travel for faculty member to recruit fine arts students from local high schools.	The project was never implemented.	Develop opportunity for other faculty in various disciplines to coordinate recruitment activities through Admissions Services. Provide 3-hour release time or overload pay. (Admissions Officer)
6. Say Amen Somebody 1984-85	422.31	To show concern for the black community and to aid in recruitment of minorities through an evening forum designed to address issues of black participation in post-secondary education	Attendance at the event demonstrated public support for issues discussion and cooperation between FJC and traditional leaders from the black community.	Inclusion of an evening affair should be recommended to Black History Month and Martin Luther King Day celebration planning committees. (Director of Equal Access/Equal Opportunity.

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
II.Retention Projects				
A. Studies/Consultancies				
Black Student Retention Study DC 1983-85	$ 4,500.	To conduct an analysis of the teaching methodologies of faculty to determine how they relate to student retention (Charles Atwell & Assoc.)	The process of conducting the study caused increased interaction between faculty and students at the DTC which ultimately lead to the initiation of two retention projects entitled: R.A.R.E. and Black Male Community Mentorship Program discussed later in this report.	Publicize results of the study to College community and encourage the development of strategies to increase student high retention. Make study available to persons seeking to develop new projects for retention. (Instructional Support)
B. Projects Targeted by Discipline				
1.Mathematics--Science CLAST Assurance Data Analysis 1985-86	860 (allocated) -0- (Expended)	To determine correlation of CLAST results between mean scores for given sections, final class grades, students' overall GPA, class meeting periods, mode of entry into the class - MAT 1033 Intermediate Algebra	Results indicate that the CLAST Assurance Test performance does not correlate with any of the other success variables.	Establish an Academic Research Office to analyze the effectiveness of courses and programs. (Instructional Support)

*As of May 31, 1986

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
~Problem Solving in Chemistry 1985-86	2,300. (allocated) 482.25* (expended)	To identify developmental students who would participate in a seminar in problem-solving techniques	During the Fall, 1985 term, the combined failure/attrition rate in Introductory Chemistry was 48%; for general chemistry the rate was 61%. These figures underline the importance of finding predictors for success in chemistry. The findings of this project revealed that the student's GPA was the single best predictor of success in the introductory chemistry courses. Prior chemistry background was also a useful differentiator.	A developmental course in Chemical Problem Solving (CHM 1010) should be offered to students with marginal abilities in mathematics to insure success in higher higher level Chemistry courses. (Chemistry Faculty, Department Chairpersons and Assistant Dean for Science)
~Retention of Minority Students in Basic Chemistry 1984-85	6,945.91	To develop a variety of learning aids for Basic Chemistry including the use of PLATO and Apple IIe computer programs	Of the 33 students served in the project, 52% or 17 received a passing grade success rate was 7% greater than the normal rate for students enrolling in Basic Chemistry.	Learning aids and computer programs should be reproduced (where applicable) and shared with other chemistry faculty members. (Department Chairpersons and Assistant Dean for Science)

*As of May 31, 1986

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
~Retention of Minorities Through Visual Aids 1985-86	2,228 (allocated) $80.35* (expended)	To prepare slides and video cassettes to demonstrate laboratory techniques and classroom lecture materials.	A total of six slide/audio tape programs will be made. To date two have been completed: How to use the Dial-O-Gram and Introduction to metric Measurement. Each program takes 30-60 working hours to complete.	Slides should be made available to other chemistry faculty members and and placed in learning Labs and Learning-Resource Centers ters. (Department Chairpersons and Assistant Dean for Science)
~Retention of Minority Students in Microbiology at NC 1984-85	2,131.66	To develop curriculum package with improved teaching aids designed to enhance presentation of subject matter.	At the end of the 16-week term, final GPAs of the experimental group showed a 30% (or one letter grade) increase over the control group.	Curriculum package should be presented and shared with other microbiology professors. (Department Chairpersons and Assistant Dean for Science)
~Retention of Minority and Women Students in Anatomy and Physiology 1984-85 1985-86	1,943.05 -0-	To develop learning modules with customized diagrams and illustrations	Pending--Modules were used with Fall 1985 classes.	Learning modules should be shared with other anatomy professors. (Department Chairpersons and Assistant Dean for Science)

*As of May 31, 1986

Project/Year,	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
~Peer Tutor Support Program to Insure the Retention of Minority Students. 1983-84 1984-85	 1,443.36 4,290.93 5,734.29	To develop a peer tutor model for assisting low achievers including the development of instructional materials for training tutors and instructional aids for students in Anatomy I & II	One tutor was trained; his expertise was made available to the 96 students enrolled in Anatomy I & II.	Study modules should be shared with other anatomy professors. (Department Chairpersons and Assistant Dean for Science)
~Allied Health Science Readiness Packet 1985-86	5,048.00 (allocated) 4,818.72* (expended)	To pilot a procedure that would assist disadvantaged students to prepare for the Anatomy and Physiology, Microbiology and Chemistry courses which are required for enrollment in Allied Health Programs.	A selected number of students participated in an IDS Seminar which prescribed a series of learning activities for students showing science deficiencies. Participating students showed an improvement in the mastery of science objectives evaluated by a pre and post test.	Establish a College-wide system of identification of students needing developmental assistance in the mastery of specific science objectives covered in required science courses. Provide a one-credit IDS Seminar course to be taken prior to or in conjunction with enrollment in Anatomy and Physiology, Microbiology and Chemistry courses. (Department Chairpersons, Science Faculty, Assistant Dean for Science)

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
2. Humanities ~Performing Arts Activities at DC 1983-84 1984-85 1985-86	 117.00 4,421.50 8,633.00 (allocated) $3,685.50* (expended)	To attract minority students into performing arts activities in an effort to encourage active participation in College activities and to dissolve feelings of alienation	Students participated in at least two major productions per term. Students improved their reading comprehension, speaking ability and overall self confidence as reported in student performance evaluations and observations by project coordinator.	Recommendations for developing an ongoing campus program will incorporated in projects final report (Project Coordinator)
3. Learning Resources ~The Library: Innovative Networking to Retain Students and Increase GPA 1983-84 1984-85	 463.32 5,051.26 5,514.58	To initiate an extended library orientation course in conjunction with a College Prep reading course in order to affect retention and GPA	Of the 16 students participating in the project, 43% completed the project; 25% registered an average GPA of 2.35	Objectives of this project should be incorporated into the 1-credit hour Library Orientation Course (LIS 2001). (Learning Resources Administrative Coordinating Council)

*As of May 31, 1986

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization Office Responsible
4. Student Services Black Male Student Community Mentorship Program 1985-86	14,584. (allocated) 11,579.46* (expended)	To enroll 40-50 black male students in the program and to retain a minimum of 80%. To allow the black male students to interact with black male professionals from the community. To provide necessary support including career development, academic support services, faculty consultation. To motivate and inspire the students to achieve their educational goal.	The participating students recognized gains in personal and academic confidence. Of the 50 students initially enrolled 40 or 88% are still enrolled at the college. The mean GPA is 2.03. Two students graduated, One student received a minority scholarship and will be attending USF in the Fall. The other student is currently enrolled in UNF. There were 50 community mentors including 12 from the FJC faculty and staff. The total student-mentor match was 46.	The goals of the projects in Student Services are complementary Careful attention should be focused on the degree of success and its total impact on black male/female retention. A Student Success program which incorporates the major goals of each project should be implemented on each campus by designated program staff with instructional support, counselors serving as consultants. All students who meet criteria would be invited to participate. Ex. Project Success at St Petersburg Junior College. (Instructional Support)

*As of May 31, 1986

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
Early Alert Monitoring-Mentorship Program. 1983-84 1984-85 1985-86	6,998.27 7,274.54 12,243.00 (allocated) 7,272.92* (expended)	To identify and assist minority students in the AA degree transfer program in maintaining a GPA of 2.00 or above.	After two years, the 50 participants were assisted with tutoring and other instruc- support and thereby increased their GPA. 34% of 50 students increased their GPA to 2.00 or above. During the third year, the process of identi- of students was broadened; however, personnel resources were too limited to accommodate the targeted numbers os students.	(See page 11)
Career Goal Attainment. 1984-85 1985-86	12,649.43 22,742.00 (allocated)	To help minority students explore career options, set realistic career goals and provide career guidance and counseling to enable students to experience more directed and measurable educational experience.	During the first year, 32 males/57 females completed the My Vocational Situation (MVS) pretest. 56% completed the post test. At pretest, over 70% needed career assistance; at post test only 42% of the males 50% of the females needed career assistance.	(See page 11)

*As of May 31, 1986

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
			At the end of the second year over 80% of the students either agreed or strongly agreed that this service was wanted or need by them. Over 75% stated that the activities helped them to confirm their career decision; over 70% stated that they know more about their major as a result of career exploration.	(See page 11)
R.A.R.E. (Recruitment and Retention Environment) 1984-85 1985-86	3,893.85 6,481.00 (allocated) 1,143.44* (expended)	To provide mentors, tutors, special advisors for up to 40 first-time-in-college black students enrolled in AA/AS degree programs	At the end of the 1st year, 32 of the 40 students were retained through winter term. The mean GPA was 2.173. During the second year, 38 students participated in the project, some were returning students; others were new students.	(See page 11)

*As of May 31, 1986

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
III. Pre-College Programs				
A. College Reach-Out Program 1984-85	40,202.80 3,160.00 (allocated) 3,037.84 (expended)*	To focus on strengthening the educational motivation and preparation of low income or educationally disadvantaged students in grades 10-12	During the first year, 119 high schools students participated in the program. 34 of the 54 seniors enrolled in FJC for Fall Term 1985. During the second year, 59 high school students participated; 13 of the 21 seniors projected that they would enroll during Fall Term 1986.	Develop one or a series of summer or spring pre-college programs which exposes minority students to all facets of college life. (Instructional Support; Enrollment Services)
B. F.A.M.E.--Format for Affecting Minority Enrollment 1984-85 1985-86	2,598.86 8,997.00 (allocated) 5,356.93 (expended)*	To introduce minority and low income high school juniors and seniors of average ability to the college campus and to their potential for becoming successful.	During the first year, 91 students applied; 47 enrolled; 29 completed; 23 were awarded tuition grants to cover the cost of college credit courses. The funds were donated by persons from the faculty, staff, and administration as well as from community organizations. During the second year, 98 students applied; 47 enrolled; 24 completed; 21 were awarded tuition grants.	(See III-A)

*As of May 31, 1986

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
C. Destination Graduation: "FJC is the Place for Me"		To recruit up to 50 recent high school graduates to attend a six-week summer session at FJC and participate in reading and study skills preparation for college	More than 1/2 enrolled in FJC, Fall 1984. Most of these students are participating in the RARE project.	(See III-A)
1984-85	3,202.36			
D. Summer Science		To provide scientific experiences beyond what is available to high school students.	Students appreciated using the advanced labs and library.	(See III-A)
1984-85	4,994.00 (allocated)			
	4,314.27 (expended)			
E. ACT Preparation Seminars		To prepare students to take and score well on the ACT	17 of 34 students who took the final test showed improved scores on at least one of 3 subtests.	(See III-A)
1984-85	3,382.57			

*As of May 31, 1986

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
V. General Workshops				
A. CLAST Assurance Examination 1984	3,702.44	To develop preliminary CLAST examinations for each General Education course identified with teaching sets of CLAST skills.	CLAST assurance test is administered in designated classes during final week of classes.	Records of scores and follow-up data should be collected through the efforts of the recommended Academic Research Office. (Instructional Support)
B. Retention Workshop for Administrators/ Faculty 1984	1,500.	To design and staff a workshop for faculty and administrators focusing on policies and practices which will improve retention and increase the number of black graduates.	The workshop attendees were addressed by leading retention specialist, Dr. Lee Noel, and presented with information from publications including Beal/Noel What Works in Student Retention.	Implement tested strategies.
C. Classroom Strategies for Retention 1985	480.	To bring students and faculty together in a forum to sensitive faculty to specific student needs.	The workshop attendees listened and responded to student needs and concerns and established a list of short-term goals to be implemented.	Implement tested strategies and involve faculty who could benefit the most from suggestions.

Project/Year	Cost	Objective	Results/Statistical Information	Recommendation for Institutionalization/ Office Responsible
V. Administrative				
A. Collegewide Minority Recruitment and Retention Effort 1983-84 1984-85 1985-86	 10,206.71 24,614.02 29,481.00	To hire a specialist to coordinate and monitor all SPD program development activities related to recruitment/retention of minorities.	3 projects have been approved for the 1986-87 year.	Continue with current level of monitoring and establish guidelines in conjunction with the Implementation Plan for the Florida Equity Act.
B. Student Success Project 1985-86	 9,940. (allocated)	To provide replacement funds for faculty person on release time to review collegewide retention-related activities and make recommendations.	The project coordinator: - initiated a series of discussions with specific committees and councils focusing of retention concerns. - consulted with selected project coordinators to develop midterm student success workshops; - prepared and presented Issues Paper to the President's Management Team; - conducted a faculty survey and non-returning student survey; - established a Student Success Advisory Committee.	The final recommendations are summarized in the report entitled: Student Success Is Our Mission.

RECRUITMENT AND RETENTION PROJECTS

The following general recommendations are offered to develop ways to provide continuity for future projects:

1. Project Coordinators should consult with the Equal Access/Equal Opportunity and Institutional Research Offices for assistance in assessing project needs and guidance in compiling data on students.

2. Project Coordinators should establish a Project Review Team composed of content area faculty and administrators, EA/EO and SPD committee representatives.

3. EA/EO Staff should make the Recruitment and Retention Projects Summary Report available to project originators for background.

4. EA/EO and SPD Staff should provide mini-workshops for project originators to review standard research procedures.

Refer to Section IV of this report for the specific recommendations for institutionalization.

Brenda R. Simmons
Student Success Office
June 1986

SECTION V

Implementation Plans for Retention Strategies

Implementation Plan

The Student Success Advisory Committee, organized by the Student Success Project Coordinator, met in February of 1986 to review the strategies outlined in the attached Student Success: Retention Issues Paper.* The Committee was organized into study groups to establish Implementation Plans for 1985-87. The Committee members are listed below:

Name	Title/Area	Campus
Career Employees		
Ayers, Pamela	Financial Aid	DTC
Jackson, Xavietta	Early Alert Advisor	NC
Kreinest, Judy	SPD Project Coordinator	CAB
May, Meltonia	SPD Project Coordinator	CAB
Minor, Tonnie	Disabled Student Services	NC
Straus, Jacinta	Advisor/Communications Lab	SC
Sumner, Sue	Admissions Services	CAB
Faculty		
Bennett, Del	Biology	DTC
Commons, Mike	Math/Physics	SC
Fisher, Linda	Humanities	KC
Grant, Antonia	English	SC
Hill, Susan	Reading	SC
Thompson, Donald	Humanities	SC
Touchton, Reginald	Social Science	KC
Patterson, Jerry	Counselor	NC
Walker, Geraldine	Advisor	KC
Administrators		
Elizabeth Cobb	Dean/Career	DTC
John Farmer	Dean/Academic Advisement	SC
Margaret Griffin	Assistant Registrar	CAB
Gary Harr	Dean/Student Development	NC
Charlotte Minter	Dean Enrollment Services	CAB
Jeff Stuckman	Institutional Research	CAB
Matilda Girardeau	Assistant Dean of Science	NC

* See Appendix E

IMPLEMENTATION PLAN

Strategy #1 - Reconvene/reconstitute the retention sub-committee to consider ways to refine each employee group's responsibility to student success and to develop appropriate objectives to increase retention.

Target Populations - All students

Background - Current literature on student success/retention resoundingly suggests the formation of campus retention committees. Colleges which have increased student retention owe some measure of success to the commitment of committee persons to fostering a student-oriented environment.

Completion Date - On-going

Office Responsible- Instructional Support

Action Steps

1. Elect campus representatives by discipline/employee category
2. Conduct regular meetings of representatives with campus retention counselors to discuss attrition/success data and other concerns.
3. Develop mechanism to inform faculty, staff and administrators of status of students especially those in high risk groups.

Success Indicators

1. A more informed faculty and staff
2. On-going development of intervention strategies which address target populations
3. Decrease in the number of students who leave the college due to factors which can be controlled

IMPLEMENTATION PLAN

Strategy #2 - Determine the College's definition of student success, attrition(positive and negative), retention(within and outside the classroom), retention-related activities, persistors, drop-outs, stop-outs.

Target Populations - All Students

Background - The College's definition of the terms reflect the definitions found in the literature written by specialists such as Alexander Astin, J.P. Bean, Lee Noel, John Roueche, Donald Kester, Oscar Lenning, Philip Beal, Vincent Tinto, et.al.

Completion Date - June, 1986

Office Responsible- Student Success Office

Action Steps

1. Review current literature (See Review of the Literature section of Student Success is Our Mission Report.)

2. Examine Institutional data

Success Indicators

1. Ability to identify students in risk categories (See Summary of Recommendations from Student Success is Our Mission Report)

IMPLEMENTATION PLAN

Strategy #3 - Determine the reason why the College needs to establish a student success program. Establish a process for institutionalization.

Target Populations - All Students

Background - A long range recommendation to the Recruitment and Retention Task Force(1984-85) was the development of a Student Success Office Project supported by SPD and staffed by a faculty member on release time. The goals of the project were to provide follow-up of the short term recommendations, to identify research needs for retention efforts, to develop ways to provide continuity to retention projects and to develop means to provide consistent awareness of retention issues.

Completion Date June, 1986

Office Responsible Student Success

Action Steps

See Summary of Recommendatons from final report: Student Success is Our Mission

IMPLEMENTATION PLAN

Strategy #4 - Establish a Student Success Office with components in student services, instructional services as well as on the campuses.

Target Populations - All students

Background - For the past three years, the primary retention activities have been funded through SPD projects designed to retain black students. Several effective strategies to retain black students and consequently all students have come from these experimental projects. A proposal was made to the Vice President of Student Development Services designed to institutionalize the Student Success Program by creating a collegewide Director or Assistant Dean for Student Success Programs who would report to the Dean of Instructional Support. The Assistant Dean would be responsible for reports required by the State Board of Community Colleges, for developing a sound research and data base for the college's retention program and for the development and monitoring of the on-going campus retenion activities. The campus programs would be implemented with the assistance of assigned counselors, advisors, faculty, staff and Assistant Deans from Instructional Affairs.

Completion Date - December, 1986

Office Responsible - Vice President Student Development Services

Action Steps

1. Coordinate with Institutional Research and the Information Services to establish student tracking systems.

2. Establish articulation systems for dissemination and discussion of attrition data.

3. Develop appropriate intervention programs for targeted students.

Implementation Plan
Strategy #4

Success Indicators

1. Collegewide student tracking system will be functional and regularly monitored.

2. College staff will be regularly informed.

3. Target populations will be systematically guided towards successful completion of programs.

IMPLEMENTATION PLAN

Strategy #5 - Develop a good research and data base for the on-going study of student life.

Target Populations - All Students

Background - Within the past twelve years, Institutional Research has conducted two surveys of non-returning students, once in 1974 and again in 1980. In March, 1986, the Student Success Project Coordicator sent a survey to the Fall, 1985 students who did not re-enroll during the Winter, 1986 term. Of the 5692 students sho did not re-enroll, six percent (6%) or 365 graduated. The responses returned from the survey totaled 805 or an 18% return rate. The results of the survey will present a profile of the between term attrited student. Recommendations will be made from the findings. (See Final Report: Student Success is Our Mission)

Completion Date - On-going

Office Responsible - Instructional Support

Action Steps

1. Analyze all GER programs with enrollments over 1000 students per term. These programs have the highest enrollments and the lowest success rates. Determine what trends, if any, can be observed in these courses.

2. Analyze the retention of those students in GER courses who receive NP, W or F grades. Determine the subsequent drop-out rate of students in each of these categories. Determine what percent of these students retake the same course the following term.

3. Require students who drop courses to complete a questionnaire in an effort to determine what impact the quality of instruction, delivery of services, etc. had on their decision.

4. Use data from entry-placement testing to be used in determining courses to be offered.

FURTHER RESEARCH NEEDS

1. Analyze courses with high withdrawals so that instructional support systems can be developed to increase student competency levels. Previously identified courses are:

Accounting
Biology
*Chemistry
*Computer Programming
*Calculus
*Pre-Calculus
*College Mathematics
*Physical Science
*Physics
*Statistics

(Courses were identified in Institutional Research Reports: College Credit Class Size and Withdrawal)

2. Analyze College Preparatory and CLAST Preparatory Courses, especially those with high numbers of withdrawals and non-punitive grades. The courses are:

ENC 0002 Introduction to Composition
ENC 1101 English Composition I
ENC 1102 English Composition II
REA 0010 Developmental Reading
REA 1305 College Reading Techniques
MAC 1104 College Algebra
*MAT 0003 General Mathematics
*MAT 0024 Elementary Algebra
MAT 1033 Intermediate Algebra
MGF 1204 College Mathematics
STA 1014 Elementary Statistics

* Equity Targeted Courses(See Florida Community College's Implementation Plan for the Florida Educational Equity Rules)

IMPLEMENTATION PLAN

Strategy #6 - Develop a coordinated system to research, develop and implement strategies to increase retention of students found in specific target groups as well as in low retention courses.

Target Population - Black Students, Hispanic Students, FTIC, College prep, Returning Adults, Transfer Students, Undecided, Other.

Background - The purpose of strategy #6 is to develop a coordinated system to (a)research, (b)develop and (c)implement strategies to achieve the following objectives:

1. To increase retention of students found in specific target groups.

2. To increase retention in low retention courses.

According to Stakenas (1986), reforms enacted by the Florida Legislature such as the RAISE bill to improve student performance in English, math and science, and the CLAST test clearly suggest that Florida is in the midst of a quality crisis in public education. Inspite of these reforms, the question still remains: Why is school improvement in Florida progressing at such a slow pace? This question was explored March 14-15, 1986 at a Decision-Oriented Research Conference conducted by the Florida Institute of Education, University of North Florida. Participants represented the state university system, department of education and the community college system.

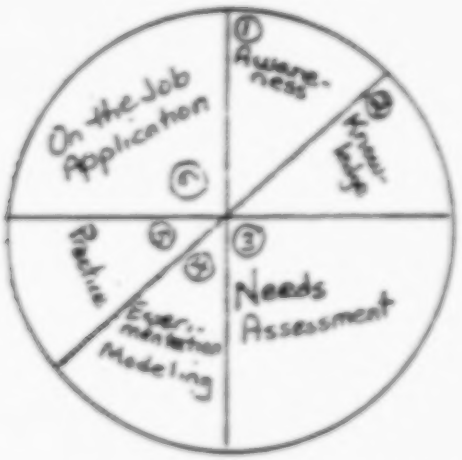
Decision-oriented research, in contrast to conclusion oriented research, is client-centered inquiry that is performed for educators (administrators and classroom instructors) to help them make informed decisions. The FIE project is a result of state University System Education Program Review Team recommendation, which "found little to suggest that decision-oriented research is bing taught in graduate education courses or being implemented in the shcools."

Cooley, Stakensas and other experts attending the conference stated repeatedly that data collected locally and reported to the state primarily as a result of legislative mandates will not be of significant value until such data are used by the system for school improvement. According to Cooley, decision-oriented research requires:

1. agreement on indicators of system performance
2. measurement of system performance
3. management information systems
4. monitoring of system performance
5. needs assessment
6. decision making

Strategy #6 continued...

Rogers, DOE, presented the following format to introduce and inform administrators, faculty and other decision makers of the value of client-centered information:



DECISION-ORIENTED RESEARCH offers the greatest potential as a source of solutions to educational problems at the community college. For example, after attending the conference, I read the Academic Issues Survey distributed by the Instructional Network from a different perspective (attached). Two questions surfaced in my mind: (1) what information do I have other than personal opinion to support my decision and what information do I need to make a valid decision or what standards or indicators will I use? The survey items and other instructional problems relevant to student success need to be identified and follow the decision-oriented educational research (DOER) process.

Completion
Date - June, 1987

Office
Responsible - FJC Institute for Instructional Research and Practice (Proposed)

Action Steps

The six steps listed in the wheel above could be instituted to inform faculty and policy makers of the retention rate of specific target groups in a given discipline. An awareness followed by conceptual knowledge of the retention problem should lead to the development of programs and courses to improve student performance. This effort could best be coordinated by an institute designed to generate and disseminate decision oriented information in collaboration with Institutional research and the Student Success office. Results of a faculty development activities study in the Illinois Community College system suggested that faculty development to improve instruction and learning particularly at the community college level can best be achieved by "regular campus programs on teaching and learning, coordinated by an institute, supported out of the

Strategy #6 continued...

general budget and sustained primarily by faculty themselves."

The FJC INSTITUTE FOR INSTRUCTIONAL RESEARCH AND PRACTICE proposed by Girardeau is a coordinated plan to address scholarly research directed toward improvement of instruction and learning. The research design presented below to implement STRATEGY #6 is a type of activity to be organized by the institute. The FJC/SPD, College of Education, UNF and the Florida Institute of Education housed at UNF.

IMPLEMENTATION PLAN

Strategy #7 - Develop policies and programs designed to encourage student persistence especially noting points when the decision to drop-out may be greatest.

Target Populations - All Students

Background - Since 1983, FJC has engaged in deliberate efforts designed to impact the recruitment and retention of black students. Thirty (30) recruitment and retention projects have been implemented from 1983 to the present, 16 of which have focused on retention of black students. Provisions of the 1983 State Board of Education ruling designated that twenty-five per cent (25%) of staff and program development (SPD) funds be allocated for black recruitment and retention activities. The success of a number of the recruitment projects has impacted FJC's move to reach its goal of parity of enrollment between black and white students. The success noted in individual retention projects have highlighted the need for coordination of efforts. (See Recruitment/Retention Projects Section of "Student Success is our Mission" final report.

Completion Date - On-going

Office Responsible - Student Development; Staff and Program Development; Academic Affairs

Action Steps

1. Develop programs based on need as indicated by established process of data collection. (Strategy #5 & 6)

2. Develop a system of review and evaluation to be provided by representatives of the faculty, SPD, EA/EO and Student Success Advisory Committees.

IMPLEMENTATION PLAN

Strategy #8 - Review and revise the early alert system for the identification of students experiencing academic difficulty.

Target Populations - Students with GPA less than 2.00 and/or students referred by faculty.

Background - The activities at the College focused on early identification of students have been varied. The Early Alert Program at North Campus is in its third and final year as SPD funded project. Students who have a GPA of less than 2.0 are referred to the EAP Advisor for individual assistance. The fifty students targeted in the first two years of the project showed some measurable increases in GPA. For the other students at North Campus as well as the other campuses, the Early Alert System is executed mainly by the counselors who receive a listing of students Achieving a GPA below 2.00. Counselors send letters to these students informing them of the various support services available. In addition, the ALERT system piloted at Kent Campus was designed to improve the systematic communication between faculty and counselors. All these efforts have been functioning simultaneously, but the need to coordinate efforts and sophisticate the system has surfaced.

Completion Date - On-going

Office Responsible - Instructional Support and Student Development and Services

Action Steps- Revision of the Early Alert System should incorporate the the collected effort of faculty, counselors, and student services, working together in the following procedure:

A. Early detection in the <u>classroom</u>, initiated by the instructor.

1. The instructor will develop strategies to be used as early warnings of skill deficiencies that may hinder student performance.

2. The instructor will inform students of the various services available for assistance - Learning Lab etc. - And closely scrutinize the student's use of these services.

3. The instructor will maintain continuous communication with service personnel regarding the student's progress.

B. Early detection initiated by counselors.
*After the initial letter to student achieving a GPA below a 2.0, counselors will implement these follow-up activities.

1. They will call students who do not respond to the initial letter. Such calls must result in direct conversation with the students and appointments for consultation.

2. Upon alerting instructors to the student's failing GPA, the counselor will request periodic progress reports based upon the teacher's evaluation of the student's performance.

C. Early detection college-wide. Each campus must institute an overall network of individuals working for student success, spearheaded by a Student Success Office on each campus.

IMPLEMENTATION PLAN

Strategy #9 - Encourage and provide incentives for faculty, staff and administrators to serve as mentors to student and/or to extend themselves to students outside of their regular work environments.

Target Populations - Black Students, Hispanic Students, FTIC, College Prep, Returning Adults, Transfer Students, Undecided, Other.

Background - For some time, consideration has been given to the encouragement of faculty and staff to establish relationships with students outside of the regular work environments. Presently, faculty/staff sponsors of clubs and organizations provide a small degree of emphasis necessary. When the benefits of such associations are considered as an aid in increasing retention, the establishment of an award program for good mentoring can provide necessary incentives as well as tangible monetary reward.

Completion Date - December 1986 for proposal

Office Responsible - Instructional Support

Action Steps

1. Generate data to support key areas of need and interest among faculty/staff and student.
2. Exhaust possibilities for funding.
3. Establish methods of recognition for recipients (i.e. Local, State and/or National Awards Program).

Success Indicators

1. Students will feel more of a sense of belonging to this multi-campus commuter institution, this enhancement will aid retention.
2. Faculty will be tangibly rewarded for their efforts beyond the classroom.

IMPLEMENTATION PLAN

Strategy #10 - Encourage students to confer with faculty and/or counselors before withdrawing from classes and develop a collegewide policy regarding exit interviews.

Target Populations - Black Students, Disabled Students, ESL Students, College Prep, Returning Students, and Undecided Students.

Background - The top five reasons why students withdraw from courses are the following:

- inadequate study time/job conflict
- expectation of low grade
- too far behind in assignments
- personal responsibility conflict

According to the January, 1985 Institutional Research Report entitled "Reasons Why Students Withdraw From Courses," Although some of thse top factors are seemingly beyond the control of the College, a policy requiring exit interviews between withdrawing students and faculty or counselors could reveal reasons which can be controlled. Then the numbers of students withdrawing within and between terms could be decreased.

At Florida Junior College, in Winter Term 1986, out of 13,655 students enrolled, 2,660 withdrew from at least one class. Out of 31, 985 grades, 4,054 withdrawal grades were posted.

Completion Date - Exit interviews should be in effect by Fall Term 1986.

Office Responsible - Instructional Support

Action Steps

To implement this process, support staff should be added or someone identified on each campus. These people will work on their respective campus to facilitate/coordinate the functions for student success. Student Ambassadors, student assistants, etc. may be utilized to carry out exit interviews.

During the exit interviews

- recommendations should be made exploring options for the student to remain in school

Strategy #10...

- a form should be signed by the interviewer and the student outlining the reason(s) for withdrawal

- recommendations should be made that could facilitate the student's return to FJC

Success Indicators

The success will be measured in the reduction of total withdrawals.

IMPLEMENTATION PLAN

Strategy #11 - Develop a personalized tracking system to monitor the progress from the point the student declares a goal to the point of achievement.

Target Populations - Black Students, Disabled Students, ESL Students, College Prep, Returning Students and Undecided Students.

Background - The National Center for Higher Education Management Systems reports that data necessary for a tracking database includes:

- full cohorts of students (Ex. Entering Freshman)
- determination of length of time students will be tracked
- designation of database format
- data elements could include (a) demographic information including student number, date of birth, ethnic code, high school graduation, prior college, financial aid status, employment, student objective; (b) students declaration of program each term (c) credit hours attempted/earned/GPA, academic standing.

Completion Date - A personalized tracking system should be in effect by the end of Winter Term 1987.

Office Responsible - Instructional Support

Action Steps

1. Extended orientation programs should be established on campus to meet the needs of different students (i.e. disabled students, adult learners, ESL students, etc). This should be a required college credit course.

2. Master Student classes should be offered on each campus to reinforce/teach various skills such as study skills, time management, test taking, etc. Meeting students on a weekly basis will track their progress through the term.

3. Make available a mentorship program for student support.

   a. Study program on North Campus for consideration of implementation on all campuses.

Strategy #11 continued...

b. Identify groups for participation in this program.

c. Mentors should be selected from FJC staff.

4. Establish an Adult Student Lounge on each campus that will offer the adult learner:

   a. a place for quiet group study.

   b. interaction with other adult students.

   c. information exchange (child care services, transportation, career opportunities, job placement, scholarship opportunities, etc.)

   d. a contact person who will be stationed in the lounge at specified hours of the day and evening.

5. Implement an Award's Day program on each campus to honor/recognize students for their achievements. (Study program on Downtown Campus as a model for other campuses.)

Success Indicators

Success of this will be indicated by a decrease in total withdrawals.

IMPLEMENTATION PLAN

Strategy #12 - Monitor the implementation of the proposed standards of progress with emphasis on researching and developing more effective intervention strategies.

Target Population - All Students

Background - The Standards of Academic Progress proposal has twice passed the Campus and Collegewide Curriculum Committees. Progress on the implementation is in abeyance because a recommendation to appoint a committee to research feasibility and implementation of intervention strategies as required by the Proposed Standards of Academic Progress.

Completion Date - On-going

Office Responsible - Instructional Support

Action Steps

To be determined when proposal to include intervention strategies is submitted.

IMPLEMENTATION PLAN

Strategy #13 - Develop through Faculty Senate, a definitive position statement and/or recommendation on necessary policies and rules regarding student success issues such as class attendance, student expections, grading system and academic advisement.

Target Populations - All Students

Background - The 1985 Faculty Senate Committee on Student Services and Development recommended that a policy on student attendance be formulated. The recommendation did not pass. The 1986 Committee is formulating a recommendation regarding advisement/support accommodations for foreign students, development of mentorship program and dissemination to faculty of routine, useful information on students. The formulation of recommendations has been deferred to the Fall Term, 1986.

Completion Date - To be determined at a later date.

Office Responsible - Faculty Senate Committee on Student Services and Development.

Action Steps

To be determined at a later date.

IMPLEMENTATION PLAN

Strategy #14 - Promote caring attitudes (e.g. weekly newsletter, telephoning of students, informational pamphlets).

Target Populations - All Students

Background - Successful retention programs utilize the above strategy to keep the issues of retention before the college community. The college-wide adoption of the slogan "Student Success Is My Mission" has been an initial move toward the promotion of caring attitudes. Further efforts can provide a visual and verbal means of promoting opportunities for all college personnel, including students, to become actively involved in maintaining a high level of enthusiasm for education.

Completion Date - On-going

Office Responsible - Instructional Support

Action Steps

1. Peruse existing publications disseminated on a regular basis to college populations.
2. Determine the best method and type of information to be included in promotional brochures.
3. Coordinate efforts with college's Informational Services Staff.

IMPLEMENTATION PLAN

Strategy #15 - Build a community/success culture beginning with first time in college students spread to other target groups (e.g. extended orientation courses, tutoring, mentoring and other outreach.

Target Population(s) - Black Students, Hispanic Students, FTIC, College Prep, Returning Adults, Transfer Students and Undecided.

Background - See Attachment

STAFF AND PROGRAM DEVELOPMENT
PROGRAM DEVELOPMENT PROJECT PROPOSAL

DIRECTIONS:

Read APM Section concerning Program Development Projects. Note there are several categories. You must decide which type of project you are planning.

CHECK TYPE OF PROJECT _X_ Program Design ____ Instructional Support

____ Mixed Media Support ____ Course Design ____ Instructional Support

NAME OF PROJECT New-Student Success Program

DIVISION/AREA Student Development Services MAU _____

NAME AND TITLE OF FACULTY AND STAFF INVOLVED:

NAME Faculty Coordinator (To be selected from among existing counseling staff) TITLE _____

NAME Brenda Simmons TITLE Student Success Coordinator

NAME AND TITLE OF ADMINISTRATOR(S) INVOLVED: Director of Division Chairperson, Dean and Vice President/Provost.

NAME Dr. Gary Harr TITLE Dean, Student Development and Services

NAME Dr. Dennis Gallon TITLE Dean, Liberal Arts and Sciences

NAME DR. Charles Dassance TITLE Vice President, Student Development Services

NAME Ms. Charlotte Minter TITLE Dean of Enrollment Services

NAME TBA TITLE Dean of Instructional Support and Student Services

BEGINNING PROJECT DATE 4-28-86 ENDING DATE 12-19-86

Project Overview: The purpose of this project is the design, development, implementation and coordination of a program to help assure the educational success of new entering college credit students. The primary components of this program will be:

1. An improved new student admissions process;
2. A half-day new student orientation program;
3. A college credit "New Student Seminar";
4. Proactive response to new student needs (STARS);
5. Institutional adoption of a set of "Student Goals/Outcomes";
6. Adoption of a comprehensive model of student development.

Expected outcomes include increased student retention, increased student awareness of services and resources, increased student satisfaction, enhanced student development, increased institutional awareness of student development goals, and enhanced skill levels of staff involved in the above listed components.

Verify the Need for this Project: Annual studies conducted by the Office of Institutional Research have consistently verified a lack of student awareness related to student services, less than optimal utilization of these services, and (in some cases) less than satisfactory ratings of student satisfaction. Currently students receive only a rudimentary introduction to college policies and there is no collegewide programmatic response to the developmental needs of students. Responses based upon a reactive delivery system have proven to be inadequate; a program such as the one herein proposed would institute a proactive, programmatic, and collegewide response to student needs.

In addition, this project is designed to integrate those service and instructional components that are the keys to a support system for new students. Research has shown that new students often make a decision whether or not to continue in school within the first few weeks of their initial term. This fact suggests that a "front loading" of services and support is necessary to impact student success. Research has also clearly demonstrated the viability of student development (i.e., "New Student Seminar") courses as a mechanism to influence student development and retention.

The ACT National Center for the Advancement of Educational Practices conducted a study of 44 educational institutions to determine the factors related to student success. The results of this study were published in an ACT report (titled Increasing Student Competence and Persistence) which included the following recommendations:

> "Probably the single most important move an institution can make to increase student persistence to graduation is

> to ensure that students receive the guidance they need at the beginning of the journey through college... New student orientation should begin well before students arrive on campus and should continue as a formal course during the first term on campus." (Emphasis added.)

In another research report, published in the Journal of College Student Personnel (November, 1980), indicated that many students reported the following reasons for poor academic performance:

> "Failure to schedule my time wisely"
> "Poor study habits"
> "Difficulty in taking examinations"
> "Failure to learn how to study well"

These are skills that are vital to a student's success in any program of study. They are fundamental academic skills--same as writing, accounting, or computer literacy.

The provision of a new-student support system is clearly congruent with the mission and goals of FJC. The FJC Mission Statement includes a dedication to "Fostering the realization of human potential...opportunities for the realization and enrichment of personal, academic and career goals...determining the individual learning needs of students and attempting to meet these needs." In addition, the FJC Institutional Goals include the provision of "Innovation and experimentation in curriculum to meet individual...needs."

FJC's dedication to student success and retention is clearly and tangibly demonstrated by the dedication of resources to meet student needs. This project clearly deserves such support.

At the end of the project, the evaluation will include an analysis of the need for continued staffing and, if justified, a request for approval of a "hard money" position would be forthcoming.

Benefit to FJC: The needs of students will be met in a more consistent, efficient, and effective manner. This should lead to increased student satisfaction and retention. The training component of this project will serve to update the skills of student services personnel and will involve them more directly in the instructional process. Such a program will also be the key to providing students with skills that will be valuable to them in their other classes, will enrich their college experience, and will provide the foundation for their intellectual, personal, social, and ethical development. As such, it would be the key to the formulation of a comprehensive student development program, including the adoption of a set of student goals/outcomes to guide institutional goals, policies, procedures and programming.

Objectives:

Planning (4-28-86 to 8-29-86

The following list indicates some of the planning activities involved in this project. Personnel indicated within parentheses will work with the faculty coordinator to accomplish these activities. It should be noted that counselors and other faculty will be involved at all stages of this project.

1. Involvement of the Student Success Advisory Committee (see Attachment A for membership) as an oversight group. It is suggested that the Dean for Liberal Arts and Sciences be added to this group for this particular purpose (Dean of Student Development and Services/Dean of Instructional Support and Student Services).
2. Adoption of a comprehensive theoretical model of student development to guide program planning (Vice President of Student Development Services/Dean of Student Development and Services).
3. Adoption of a comprehensive list of "Student Development Goals" based upon the model description 2. above (President, Vice President of Student Development Services/Vice President of Instructional and Community Affairs/President, Faculty Senate).
4. Design of an enhanced student admissions/support system (Dean of Enrollment Services).
5. Design of a half-day new-student orientation program (Dean of Student Development and Services/Dean of Community and Co-curricular Activities/other student deans).
6. Design of a college credit "New Student Seminar" (see Attachment B for a draft course outline) {Dean of Student Development and Services/other student development deans/ Dean of Liberal Arts and Sciences/Chair, Faculty Senate Curriculum Committee}.
7. Training and preparation for the instruction and support involved in 6. above (see Attachment D for an outline of this process) {Director of Staff and Program Development}.
8. Development of a mechanism to implement the Student Assessment and Response System (STARS) with new students (see Attachment C) {Dean of Student Development and Services}.

Implementation (9-1-86 to 12-19-86

Those persons involved with the project coordinator in the planning stage will continue their involvement to facilitate implementation as outlined below.

1. Operationalization of the adopted model of student

development to impact planning, operations, policies, and procedures.
2. Institutionalization of the adopted Student Development Goals, including an active communication of same, to students, faculty, staff, administrators, etc.
3. Implementation of a campus Admissions Office concept to support new students through this stage of college entry.
4. Implementation of a half-day new-student orientation program for college credit students.
5. Submission of a New Student Seminar course through the curriculum review process.
6. Continued training and preparation required to offer a New Student Seminar course on a collegewide basis (see Attachment D).
7. Offering the New Student Seminar course on a trial basis, followed by collegewide implementation during the winter term.
8. Integration of STARS into the new student orientation process.
9. Ongoing coordination and evaluation.

Evaluation Design: The following evaluation elements will be incorporated into the project:

1. Ongoing review by an Advisory Committee.
2. Curriculum review process.
3. Training evaluation by trainer and participants.
4. Course evaluation by students.
5. Course evaluation by instructors.
6. Student Opinion Survey results of participants (measuring awareness, utilization, and satisfaction variables).
7. Design for a student retention follow-up.

SECTION VI

Appendices

PRESIDENT

FLORID

ADMINISTRATIVE OFFICES
501 WEST STATE STREET
JACKSONVILLE, FLORIDA 32202
(904) 632-3224

September 16, 1985

Dear Faculty and Staff:.

If you have had a chance to review the content of my Convocation address, you have observed that the idea of our mission at Florida Junior College is reinforced throughout. The mission is clear; we are here to develop students. Our concern is to create a student-oriented environment which will serve to stimulate, motivate and challenge every student encountered.

I thank you for the role you have assumed in helping to assure that each student is successful. As we consider means by which to improve our delivery of services to students, I especially commend you for participating in the Retention Emphasis Week held last spring. Your suggestions are being handled with the greatest degree of care and attention as the attached report will demonstrate.

I take this opportunity to share with you the status of the recommendations presented to the President's Management Team by the retention group of the 1984-85 Recruitment and Retention Task Force.

We appreciate any additional ideas and suggestions you may have and hope to hear from you as we actively address one of the greatest challenges facing Florida Junior College--student success.

Sincerely,

Charles C. Spence
President

Attachment

An Equal Opportunity/Affirmative Action College in Education and Employment

RETENTION (STUDENT SUCCESS OFFICE): PROGRESS REPORT

Background

During the Fall of 1984, a Recruitment and Retention Task Force, chaired by Interim President Lee Henderson met to focus on ways to improve recruitment and retention of students at Florida Junior College at Jacksonville (FJC). The committee was fully representative of management, faculty and career personnel from each of the four campuses and College Administration. The Task Force met several times before deciding to divide into two distinct groups--one to concentrate on recruitment, the other to explore ways to improve retention.

The retention group engaged in several meetings examining the literature in the field of retention and discussing ways to implement recommendations of noted researchers. As an initial step, the retention group decided in the Spring of 1985 to involve the entire College community--faculty, staff and students--in responding to three questions which solicited suggestions for ways to communicate a caring attitude to students. The retention group reviewed, categorized and synthesized the suggestions into five areas: instruction, academic advising and counseling, personal problems, administrative and finances. A summary set of recommendations was presented to the Task Force for short-term implementation. These recommendations have been monitored on a monthly basis by the President's Management Team (PMT).

For the long-range, it was recommended that a Retention Office (later to be named Student Success Office) be instituted to follow up on recommendations of the report as well as on some of the specific concerns voiced by respondents, to identify research needs for retention efforts, to develop ways to provide continuity to retention projects, to develop means to provide consistent awareness of retention issues, and to institutionalize "student success" throughout the College. The project was set to be implemented on a pilot basis as an SPD project effective Fall Term 1985.

Action Summary

The following represent the recommendations of the Recruitment and Retention Task Force and an "action" comment on the status of implementation to date.

LONG-RANGE IMPLEMENTATION

Action

The Student Success Office became operational as of August 23, 1985, with Ms. Brenda R. Simmons as Coordinator. Drs. Lightfield, Dassance, Dumbleton, and Mr. Jefferson were appointed as a supervisory task force with Drs. Bryant and Hill serving as consultants. The office is located in Educational Services Department at the College Administration Building (632-3326).

SHORT-TERM IMPLEMENTATION

Area	Recommendation	Action
I. Instruction	A) Provide incentives for faculty to participate in professional development workshops which increase their understanding of student needs.	1) At the Fall Convocation, full-time faculty participated in concurrent workshops covering pertinent topics such as recruitment/retention strategies, testing for retention, educational issues for the 90's, course development resources and support. Discipline meetings were held in the afternoon. 2) Approximately 400 part-time faculty participated in one of sixteen part-time faculty development workshops during winter, spring & summer of 1985. In addition, SPD has scheduled three separate adjunct faculty fall convocation sessions for which attendees will be compensated.
	B) Enforce the requirement that each student be given a course syllabus which clearly states the course objectives, standards, procedures, required assignments (including field trips), attendance and grading policies. Consideration should be given to distributing course outlines for each course taught.	APM 09-0206, Vol. IX has been modified to reflect the intent of this recommendation with the exception that specification of course goals and assigned course requirements remain permissive pending Faculty Senate action. Revised official course outlines have been distributed, and full sets are available from each campus Dean of Instruction.

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Area	Recommendation	Action
II. Academic Advising & Counseling	A) Initiate systematic communication among students, counselors, and professors in order to improve the accuracy and timeliness of information, and to address academic problems of individuals and groups.	1. Plans call for the implementation of a Student Assessment and Response System (STARS) during the winter term. This system will give students an additional opportunity to indicate their needs for various student development services. A computerized mailer will inform students of individuals on each campus (Counselors, Job Placement Specialists, etc.) who can provide the needed service. 2. Field testing is planned for an early intervention system by which faculty can refer students about whom they have concerns to the Student Development Office. It is anticipated that this system can be placed in operation on all campuses.
	B) Initiate a process for tracking student academic progress and provide appropriate intervention and advisement.	1. A student tracking system for occupational students has been proposed and, pending final review, will be implemented this year. 2. Disabled Student Services is piloting a student tracking system on the North Campus.

The Student Affairs Administrative Coordinating Council and the Instructional Affairs Administrative Coordinating Council will meet in October to review other possible responses regarding these recommendations.

III. Administrative	A) Review and improve the practices and procedures for registration.	Several actions were accomplished to improve the fall term registration and other actions are planned for future implementation. Registration personnel wore name tags as one means of "humanizing" the registration process, and special efforts were made to improve the manual registration process. Additionally, considerable attention was devoted to improving the computer support of the registration process and there was

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Area	Recommendation	Action
		improvement in that regard. Perhaps most importantly a special Saturday registration was added to the registration schedule and was quite successful. For the longer term, plans are underway to implement a delayed pay system, to expand telephone registration, and to move to a more "continuous" registration process.
	B) Implement collegewide academic standards of progress.	A curriculum proposal was prepared and accepted through the curriculum process. An impact study was completed. The proposal will go back for curriculum review in light of the impact data analysis. Standards, if accepted, would be implemented.
	C) Review & improve services which will help to communicate better with students. In particular, a highly visible information center should be provided on each campus. This center should be staffed with courteous and well informed personnel during the days and evenings.	Dr. Dassance is responsible for initiating a Telephone Information Center. A coordinator for the Center is currently being sought, and space has been found at Downtown Campus. The Admissions Services staff did serve as a temporary, and very successful, telephone information center during July and August in support of the fall term.
	D) Review and improve services that will provide students better accessibility to the campuses--including such areas as transportation availability, campus signs and buildings markings, and the availability of campus maps.	A part of this recommendation has been implemented with temporary signs on all campuses for a trial period.

Area	Recommendation	Action
	E) Provide as clean and orderly an environment as possible in all College facilities.	Provosts have met and begun the process of structuring a collegewide Ambience Committee using as a nucleus Provost's Advisory Councils. Recommendations are to be submitted by November 1.
IV. College Environment and Interaction	A) Provide accessibility to faculty, staff, and facilities for night students, off-campus students, and other special groups.	Committee has been appointed; progress report is expected by October 1.
	B) Provide training for PJC personnel to enhance a student-centered attitude.	1) One major workshop was held under the direction of Dean Campbell entitled "Career and Life Skills." Facilitator was Dr. Barbara Viniar, Assistant Dean at Rockland CC, Suffern, NY. 2) A workshop for the Student Ambassadors Program was held in September entitled "Training Peer Helpers," conducted by Dr. Theodore Miller, University of Georgia. 3) Planned for late fall: "New Growth Markets in Adult Learning," conducted by Wm. Draves, Director of Learning Resources Network, Manhattan, Kansas.
	C) Increase support of student activities as a means to keep students involved in the College and feel a part of it.	In September, SGA presidents plan to attend annual leadership conference in Palm Coast. At this meeting they will plan the year's activities. An increased budget for on-campus programming has been approved.
V. Finance	A) Seek the means to provide child care facilities for each campus.	A proposal for the Downtown Campus was presented to the August 27 PMT meeting and is under consideration.
	B) Review and revise the system for payment of tuition and fees in order to provide more flexibility.	PMT has endorsed the policy and directed that plans proceed for implementation.

PROJECT OVERVIEW

Mission Statement

The Student Success Office at Florida Junior College was established out of a need to coordinate retention-related activities currently operating in the multi-campus setting. Florida Junior College recognizes the need to develop new systems which can facilitate the retention of students and provide greater sophistication in the monitoring of student progress. Further, Florida Junior College recognizes that the institutionalization of student success is a process requiring the ongoing review and evaluation of the areas of greatest concern to students and the establishment of a network of responsibility for student success.

Project Overview

The purpose of the project is to develop a proposal which outlines the systems necessary to insure the success of students at Florida Junior College. Insuring student success is a responsibility which demands the attention not only of the student but also of administration, faculty and career personnel. Everyone who influences the life of the student who is enrolled in an institution contributes to the retention of the student. The student success system at Florida Junior College should be aimed at creating a student-oriented environment capable of providing various levels of successful experiences for students.

GOALS AND OBJECTIVES

Goal: To review policies and practices that can facilitate the retention of students.

Objectives:

1) To determine from the retention projects funded by SPD those projects or aspects of projects to be recommended for institutionalization.

2) To determine whether the present levels of support services available to students are adequate.

3) In conjunction with college resource persons and departments propose a system of practices which are designed to enhance faculty/student interaction. (Ex. Workshops, Mentorship Program, Ombudsmanship Program)

Goal: To propose a system of data collection and dissemination designed to provide routine, useful information about the retention of students.

Objectives:

1) To review present practices of information collection and dissemination at Florida Junior College and at selected colleges and/or universities in the state.

2) In consultation with institutional resource persons most directly responsible for implementing a student information system, propose a student monitoring/ tracking system.

Goal: To establish communications systems to review and evaluate the factors that facilitate the retention of students.

Objectives:

1) To provide status reports on the progess of the recommendations of the retention sub-group of the Recruitment and Retention Task Force.

2) To submit articles to and solicit articles for existing FJC publications.

3) To initiate discussions of retention-related issues among existing college groups represented by committee/council.

4) To explore the best avenues to communicate to students the support services available within the College.

NON-RETURNING STUDENT QUESTIONNAIRE

TALLY(Percentages)

Goals

Please check the importance of the following reasons describing why you enrolled in Florida Junior College:

	2 Very Important	1 Important	0 Not Important
1. To Train or retrain for a career	58	28	13
2. To improve job skills	49	35	16
3. To obtain a degree	66	21	13
4. To explore personal interests	43	43	14
5. Other (Describe _____ _____ _____ _____)	45	14	41

Employment/Finance

6. What was your primary source of funding for college? (Please check only one)

10 (1) Parents 34 (2) Self 35 (3) Grant 6 (4) Loan
06 (5) Scholarship 15 (6) Other

7. While enrolled in school, how many hours were you employed per week?

4 (1) 1 - 10 2 (2) 11 - 15 10 (3) 16 - 30 70 (4) 31 or more
13 (5) not employed

Faculty/Staff Involvement

How would you rate the services provided by the employees at Florida Junior College?

	3 Above Average	2 Average	1 Below Average	0 No Contact
8. Administrators (President, Vice Presidents, Deans, Division Chairpersons)	12	29	2	57
9. Faculty/Coaches	27	47	4	22
10. Librarians	19	43	3	35
11. Counselors/Academic Advisors	20	42	9	29
12. Career Staff (Student Aid, Admissions, Registration Personnel, Secretaries, Clerks	6	21	3	70
13. Support Persons (Tutors, notetakers, interpreters)	___	___	___	___

Academic Issues: Please rate yourself on the following:

14. *How certain were you about your choice of major?*

33 (1) Uncertain 37 (2) Certain 30 (3) Very Certain

15. *How challenging did you find your classes?*

.9 (1) Unchallenging 70 (2) Challenging
21 (3) Very Challenging

16. *How would you rate the quality of instruction in your classes?*

5 (1) Poor 16 (2) Fair 51 (3) Good 28 (4) Excellent

17. *How effective were your study habits?*

16 (1) Uneffective 66 (2) Effective 18 (3) Very Effective

18. *How well prepared were you to handle college work?*

12 (1) Unprepared 58 (2) Fairly Well Prepared 30 (3) Very well Prepared

19. *Did you make use of the support services available? (learning labs, computer labs, tutors, etc.)*

71 (1) Not Often 22 (2) Often 7 (3) Very Often

Attendance Status

20. What was your primary reason for leaving Florida Junior College?

1) Need a Break 2) No Time to Study
3) Will Resume/Have not Left

21. Are you thinking of returning to Florida Junior College in the future? 38 (1) Yes, Spring/Summer '86 20 (2) Yes, Fall '86 16 (3) Yes, other term 11 (4) no 15 (5) unsure

Demographic Information

22. Age: 19 (1) 17-21 28 (2) 22-29 36 (3) 30-45 17 (4) 46-55 +

23. Sex: 32 (1) Male 68 (2) Female

24. Race: 14 (1) Black 72 (2) White 11 (3) Hispanic 3 (4) Other

25. Marital Status: 37 (1) Single 45 (2) Married 5 (3) Widowed 13 (4) Divorced/Separated

26. Registration Status (when you were enrolled) 23 (1) Full-time 77 (2) Part-time

27. Type of Courses Taken (when you were enrolled) 94 (1) Credit 6 (2) Non-credit

28. Campus primarily attended (check only one) 15 (1) Downtown 33 (2) Kent 18 (3) North 26 (4) South 8 (5) Other

29. Name: _____

30. Social Security Number: _____

APPENDIX D

REASONS (TALLY)	Computer Code	Number of Responses	Percentage of Responses	(Top 5)
Transferred to other college/university	(25)	47	6	
Transferred to trade/vocational school, OR Non-Credit OR Armed Forces	(26)	28		
I tried, but was unable to obtain financial aid from FJC	(27)	0		
Lack of finances prevented me from attending	(28)	87	11	
Transportation problem	(29)	12		
Illness	(30)	47	6	
Marital situation changed my plans	(31)	31		
Difficulties with child care	(32)	22		
Change of residence	(33)	15		
I have reassessed my personal goals	(34)	8	—	
Conflict between job and studies	(35)	39		
Found job and didn't need any more college courses	(36)	120	15	
Unable to get the courses I wanted	(37)	26		
Unable to schedule classes at convenient hours	(38)	43		
Unable to get needed counseling and advising	(39)	6		
Dissatisfaction with instruction	(40)	19		
Dissatisfaction with content of courses I have taken	(41)	1		
Unable to participate in the registration process of Winter Term	(42)	4		
I completed needed courses	(43)	51	6	
Grade problems	(44)	5		
Courses were too difficult	(45)	5		
Other (write in)	(46)	132	17	
No Answers		38		
TOTAL		787		

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
DISTRICT BOARD OF TRUSTEES

STUDENT SUCCESS: RETENTION

December 18, 1986

Issues Presentation
President's Management Team
November 19, 1985

10.0 STUDENT SUCCESS: RETENTION

Focus

1.0 Nationwide enrollment declines have forced colleges to concentrate more deliberate efforts towards enrollment management, especially among student populations comprised of persons from diverse backgrounds with varying motivations, inhibitions and aspirations.

2.0 Enrollment management involves the planning, coordination, and integration of traditionally independent collegiate activities associated with recruiting, enrolling and retaining students. (Novak and Weiss, 1980.)

3.0 The retention phase of enrollment management including the planning, coordinating and delivery of programs and services to enhance student success, is the key to improving the quality of campus life and the quality of educational activities.

4.0 Accepting the responsibility for the success of students must be a collegewide effort involving not only the students but also faculty, administration, and career personnel with directions by the President.

5.0 Establishing a student-oriented environment involves the development of a series of coordinated systems designed to facilitate the retention of students beginning with the overall adoption of a caring attitude for students.

6.0 Greater sophistication in the efforts to trace the flow of students through the educational process and follow-up of activities upon leaving is mandatory in order for any college to become more accountable.

7.0 The observable momentum at FJC relative to student success points toward greater emphasis on the task of increasing student competence and persistence.

8.0 The open-door admissions policy at FJC and other community colleges makes emphasis upon student success a moral imperative. The College must endeavor to assure every opportunity for the citizens of this community to succeed. Anything less would sacrifice the valuable human resources of this community. "Student Success is Our Mission!"

Concerns

General:

A. There is an overall absence of clarity and agreement on each employee group's responsibility for student success or retention despite the popularity of the companion terms--recruitment and retention.

Administrative:

B. The Student Success Project provides a continued college-wide interest in retention; however, consideration of the continuation of a Student Success Office and the appropriate placement within the institution must be addressed.

C. For practical purposes, we have not made a distinction of those enrollment activities which mark the beginning of a retention responsibility. (e.g., Is registration a retention or a recruitment activity, or do the responsibilities overlap?)

D. Further determination needs to be made regarding identification, utilization and dissemination of useful information on the attrition rates, enrollment patterns, and progress of students.

E. Institutional and instructional research compiled in the past and distributed on a routine basis has not reached all the College audiences resulting in a general lack of knowledge regarding the attrition rates and patterns of students.

F. There are no written Board Rules or policies addressing the College's commitment to student success (e.g., mission statement, job descriptions).

G. The collegewide system for accepting formal withdrawals from students needs to be unified (i.e., exit interviews must be mandatory).

Instructional/Student Support Services:

H. There has been minimal assessment of the impact of faculty attitudes, classroom atmosphere and specific teaching methods on retention.

I. The system for approval of retention projects needs revamping to provide for more intensive review and research expertise at project submission so as to yield more quantifiable results at evaluation.

J. The changing profiles of the student population, among other factors, encourages the development of an ongoing in-service program for faculty development.

K. In assessing student needs, the College provides necessary support services, but availability, accessibility, and utilization of support services during peak times remains a problem.

L. Articulation between faculty and counseling staff for the improvement of student success needs further development (e.g., collegewide early alert system; student success workshops).

M. Faculty nor counseling staff is adequately equipped and prepared to accommodate the needs of students with special learning needs.

N. The low ratio of counselors to students impedes the counselor's ability to provide the necessary follow-up advisement for students.

O. Although the libraries are open to students sometimes up to thirteen hours per day, students do not avail themselves of the service on a routine basis.

P. The process to ensure that "serious" students receive necessary financial assistance should become a priority in view of past opportunities by which the "non-serious" students have taken advantage of the system.

Q. There is a need for greater involvement/interaction of faculty, administrators, or career staff with students outside of the classroom.

Career Personnel:

R. Some assessment needs to be made to determine the degree to which career personnel accommodate student needs and offer necessary referrals to College resource personnel even before, during, and after the time a student reaches a classroom.

Students:

S. Early into matriculation, a student should identify/declare her/his objectives for enrollment and, if necessary, confer with appropriate College personnel to assist in this process. Consequently, the measurement of student success can be more effective.

T. Students should avail themselves of the support services found at every campus (i.e., learning resources centers, learning labs, tutors, caring faculty counselors, administrators and career personnel).

U. Students should seek to coordinate and schedule ample time for class, study, work (if applicable), family responsibilities and extracurricular activities.

V. Students should be reminded of their responsibility to consult with the faculty when there is a need for clarity on a concept, an assignment, etc. Faculty office hours are posted for that purpose.

Strategies

1. Reconvene and perhaps reconstitute the retention subcommittee of the Recruitment and Retention Task Force to consider ways to refine each employee group's responsibility to student success and to develop appropriate objectives to increase retention.

2. Determine the College's definition of student success, attrition (positive and negative), retention (within the classroom, outside the classroom), retention-related activities, persistence, drop-outs, stop-outs.

3. Determine the real reason(s) why FJC needs to establish a retention/student success program. Establish a process for institutionalization.

4. Establish a Student Success Office with components in student services, educational services as well as on the campuses.

5. Develop a good research and data base which could include studies of student drop-out behavior among specific populations.

6. Develop a coordinated system to research, develop and implement strategies to increase retention of students found in specific target groups as well as in low-retention courses.

7. Develop policies and programs designed to encourage student persistence especially noting points when the decision to drop out may be greatest.

8. Review and revise (if needed) the early alert system for the identification of students experiencing academic difficulty.

9. Encourage and provide incentives for faculty, staff and administrators to serve as mentors to students and/or to extend themselves to students outside of their regular work environments.

10. Encourage students to confer with faculty and/or counselors before withdrawing from classes and develop a collegewide policy regarding exit interviews.

11. Develop a personalized tracking system to monitor the progress from the point the student declares a goal to the point of achievement.

12. Monitor the implementation of the proposed revised standards of progress with emphasis on researching and developing more effective intervention strategies.

13. Develop, through the Faculty Senate, a definitive position statement and/or recommendations on necessary policies and rules regarding student success issues, such as class attendance, student expectations, grading system and academic advisement.

14. Promote caring attitudes (e.g., weekly newsletter, telephoning of students, informational pamphlets).

15. Build a community/success culture beginning with first-time-in-college students; spread to other target groups (e.g., extended orientation courses, tutoring, mentoring and other outreach).

Brenda R. Simmons

SECTION VII

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Student Success Task Force

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Sincerely,

Brenda R. Simmons

ERIC Clearinghouse for
Junior Colleges SEP 12 1986